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ABSTRACT

This document includes twenty-four papers which were presented at the Third National Conference on Career Education in Detroit, Michigan, held March 9-10, 1978. The first five papers which were presented at the general sessions deal with the theory of career education as addressed by educators and government officials. The remaining 19 papers which were presented in group discussions describe various approaches to continuous career education in postsecondary institutions. Overall, the conference papers point out two significant facts: (1) colleges and universities must respond to the needs brought about by the increasing rate of change in society which requires that persons be able to constantly renew and upgrade skills for their existing jobs and be prepared to change careers several times in their lives; and (2) postsecondary institutions must seek additional groups to serve since the number of eighteen-year-olds is declining. (BM)

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CONTINUOUS CAREER EDUCATION: MODELS FOR EXAMINATION

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1978

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Allan W. Ostar
Executive Director

Sandra K. Ralston
Editor

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INTRODUCTION

The following papers were presented at the Third National Conference on Career Education, sponsored by the American Association of State Colleges and Universities in Detroit, Michigan, on March 9–10, 1978.

The conference, which dealt with needs and models for continuous career education, recognized at least two societal forces significant for postsecondary institutions. First, the increasing rate of change in society requires that persons be able to constantly renew and upgrade skills for their existing jobs and be prepared to change careers several times in their lives; colleges and universities must respond to these needs. Second, the number of 18 year olds is declining; postsecondary institutions must seek additional groups to serve if enrollments are to be maintained.

In the first groups of papers, the theory of career education is addressed by educators and government officials. In the second group of papers, particular approaches to continuous career education in postsecondary institutions are described.

AASCU is an organization of 330 regional state colleges and universities located in 47 states, the District of Columbia, Guam and the Virgin Islands. Two-thirds of its member institutions have graduate programs, and many offer less-than-baccalaureate programs leading to associate degrees or certification. AASCU members represent the fastest-growing group of four-year institutions in the nation, with an enrollment of approximately 2.5 million – 25 percent of the total national student population, and 30 percent of those in four year institutions.

PARADOXES AND POTENTIAL FOR CAREER EDUCATION IN HIGHER EDUCATION

Kenneth B. Hoyt
Director, Office of Career Education
U.S. Office of Education

Introduction

The immediate need and potential for effectively delivering career education are greater in higher education than in any other level of American education. Yet, the acceptance and implementation of the career education concept have been slowest at the higher education level. It is the purpose of this paper to present one view of why this has occurred and to suggest a series of action steps for consideration by the higher education community.

Many of the thoughts included in this paper were obtained from participants in three OCE "mini-conferences" conducted during the 1976-77 academic year. Two of these conferences involved persons engaged in career education efforts at publically supported State colleges and universities; the third involved a number of professional associations in higher education including the American Association of State Colleges and Universities. Notes from the entire series of 10 "mini-conferences" have been published and are available in limited quantity from OE's Office of Career Education under the title CAREER EDUCATION MINI-CONFERENCES FOR POSTSECONDARY PRACTITIONERS. While some of what I learned from the participants will be related here, I do not want them to be held responsible for these remarks.

In order to set the stage for these remarks, I would like to begin by noting a number of paradoxes that seem to be contributing to the problem.I would then like to discuss the problem in terms of what I see as its four major elements: students, administration, staff, and faculty.

Paradoxes Facing Implementation of Career Education in Higher Education

Several items strike me as odd when I consider the problems involved in implementing a career education effort in higher education. While I have labeled them "paradoxes," you may feel more comfortable regarding them as "hunches," "hypotheses," or simply "random thoughts".

The following are my "random thoughts" on this subject.

One of the apparent inevitable results of emphasizing the importance of protecting the individual faculty member's right to change rapidly is an increase in the difficulty of obtaining institutional change. The more we seek to protect the right of the individual faculty member to change, the less likely we are to be able to move toward overall institutional change.

The evidence mounts demonstrating the intense interest of college students in studying themselves for work, but no corresponding rise in interest and/or action is apparent on the part of colleges and universities.

On many college campuses today, closer working relationships exist between staff persons and members of the broader community than exist between staff persons and members of the teaching faculty.

One of the most appropriate ways for higher education to respond to pressures for a greater emphasis on preparation for work as a goal of education is to respond by emphasizing the multiple goals of higher education. It certainly will be a paradox if one of the major contributions career education makes to higher education is to bring about a re-awakening and an added emphasis on goals of higher education other than that of education as preparation for work.

As higher education institutions worry more and more about obtaining alumni support, they still seem reluctant to utilize alumni as resource persons in career education efforts.

While continuing education efforts of higher education are increasingly directed toward a career emphasis, no corresponding increase in a career emphasis is apparent for the undergraduate programs.

A sizeable resistance to career education comes from members of the liberal arts faculty when a career education emphasis easily could become one of their strongest rationales for existence.

As the need for collaboration in career education becomes increasingly obvious, the response of many institutions of higher education seems to move in the opposite direction by creating still more competing programs.

While persons from the broader business/labor/industry community are becoming more involved in many college program operations, there has been no systematic effort to use their involvement as stimulus for institutional change.

Philosophical statements of goals and objectives appearing in college catalogues seem to be read more frequently by parents and the general public than by members of the teaching faculty.

While these apparent "paradoxes" iterated above may seem easily explainable to those in higher education, I have a hunch that they are very real in the minds of many influential members of the general public. Decisions about the need for and applicability of the career education concept in higher education must consider various elements.

The Student Body

It seems easy to defend the contention that today's college students desire, need, are ready for, and have many natural environmental opportunities to benefit from career education if such an emphasis were included in higher education.

The desire of today's college students for greater assistance in readying themselves for work is evident in a wide variety of documents. The existence of that desire was emphasized by almost every participant in the "mini-conferences" referred to earlier. Whether this desire is a function of an increasing seriousness of purpose among today's college youth, a function of their realization of current troubles facing college graduates in the occupational society, or some combination of such factors, could be debated. The presence of the desire is, in my opinion, real and not subject to debate.

The need of college students for greater career assistance is equally obvious. It can be seen in statistics regarding both employment and underemployment problems facing today's college graduates. The November, 1977, issue of MONEY magazine reported BLS statistics indicating that, of the 10 million college graduates expected during the next decade, approximately 2.5 million—one out of every four—will face the prospect of underemployment. Problems of moving up in today's occupational society are becoming as great for college graduates as problems of gaining entry into that society. As with the desire of college students for career assistance, the need for assistance is so obvious as to be almost beyond debate.

Similarly, the readiness of college students for assistance in career planning and decision making is clear and apparent. Such students possess several natural advantages over students in the K-12 school system, including: (a) they are, by and large, further advanced in career maturity and readiness for career decision making; (b) most are old enough not to be hampered by child labor laws in seeking work experience in the broader community; (c) they have more flexibility in their class schedules so they can arrange different hours for work experience; and (d) they are more acceptable to employers as part-time employees and as persons seeking career exploratory experiences than are students from the K-12 school system. These, and other factors, make problems of arranging career education experiences for college students a manageable task.

In short, it seems safe to conclude that the probable receptivity of college students to a career education emphasis appears high. Those who care about the college student must have some interest in applying the career education concept to higher education.

Administrators in Higher Education

The need for "support from the top" seems a necessary, though not sufficient, condition for implementing change in any organization. Yet, among higher education experts who have consulted with OE's Office of Career Education, one of the most frequent observations has been that this kind of top-level administrative support for career education apparently is lacking on many college and university campuses.

Several suggestions for overcoming this difficulty have been offered. First, university administrators frequently are asked to expand the scope of persons served by higher education to include adults as well as youth. A career education emphasis in higher education is one possible approach for doing so—especially with respect to problems of mid-career change and re-entry into the labor force sought by many women in today's society.

A second suggestion often made is to utilize the interest of influential leaders in the state to motivate top-level college and university administrators to give serious consideration to career education. This would include persons from the state legislature and from the business/labor/industry community.

Third, several persons have suggested that an announced career education emphasis may, in these times, be an effective means of recruiting recent high

school graduates to the campus. Given the high interest in career education concerns voiced by today's youth, this suggestion appears to be a reasonable one. There is some evidence, in selected institutions, that it has proven to be effective.

Fourth, some OCE consultants have hypothesized that, if a bonafide career education emphasis existed on the campus, the college drop-out/stop-out rate might well be reduced. This could prove helpful to the institution from both a financial and a public relations standpoint.

Fifth, to install a career education effort on a college or university campus demands the coordination, if not the consolidation, of several kinds of existing student services. Such action could well prove to be cost-effective.

Finally, several have suggested to OCE that some top-level college and university administrators may be favorably inclined toward career education's emphasis on involvement of alumni in career education efforts, both in terms of public relations benefits and because of the potential for increasing alumni contributions and interest.

OCE consultants tended to agree that these suggestions, if followed, may encourage top-level college and university administrators to: (a) voice their philosophical support for career education; (b) re-allocate some currently existing funds to the career education effort; (c) move toward reorganizing student services in ways that improve the effectiveness of career education; and (d) encourage mid-level administrators (i.e., deans and department heads) to lend their support to career education. Such actions are not yet commonplace.

Non-Academic Staff Members in Higher Education

Most colleges and universities currently have a number of non-teaching elements that could easily be re-structured in ways that improve the effectiveness of career education. Two major generic kinds of efforts needed are encouraging such units to work collaboratively rather than independent of or in competition with each other, and encouraging greater interaction between such elements and members of the teaching faculty.

One example is the recruiting-admissions-counseling-financial aids-placement operations within higher education. If viewed from a career development standpoint, there is good reason for putting these student services (if not others) under one administrative structure. Of all such units, the college placement office needs and deserves the greatest increase in emphasis at the present time because of the "bottom line" implications of the tasks assigned the placement office and because of the rich reservoir of community resource persons that could be generated from existing contacts in the professional placement offices. If a career education reorganization were to take place, it would surely recognize the placement function as a developmental process that begins with the admissions office and continues through the student's academic life at the institution. Professional placement personnel have routine contacts with employers from the business/industry/government/professional community in both on-campus and off-campus settings. Such contacts could be utilized far more extensively and effectively than they typically are at present to participate in the career

counseling process and to serve as resource persons for members of the teaching faculty. Both the status and the importance of the college placement office on most campuses need, in my opinion, to be greatly strengthened.

The alumni office certainly holds high potential for an institutional career education effort. Responses from alumni will provide valuable data to students and faculty who ask what one can do with a major in a particular field. Alumni who are active members of the occupational society can be extremely valuable career education resource persons on the campus—and it is not difficult to interest them in doing so. Finally, alumni can and should be used much more than they currently are on many campuses as aids in placing current students in part-time jobs and graduates in full-time employment.

The domain of experiential education—including cooperative education, work experience, and experiential learning programs—should become an integral part of a career education effort in higher education. The major problem is to shift the perspective of all involved from viewing such efforts as small programs serving relatively small numbers of students to viewing them as a form of educational methodology that could, and should, be applicable to most curricula of the institution and made available to most, if not all, students. Using various forms of student work experience programs for career exploration is fully as important as using them as sources of money for students. Using experiential learning as a supplement to cognitive learning is fully as important as using it as a substitute for cognitive learning. Like the placement function, the general domain of experiential learning with all its subparts is an area that needs and deserves far greater emphasis on the campus than it currently enjoys. Similarly, contacts between persons responsible for such programs and members of the teaching faculty need to be greatly increased. Where a comprehensive career education effort exists, this will occur.

The Academic Faculty and Career Education

Finally, any discussion of career education in higher education must include a discussion of the critical role of the teaching faculty in career education. No matter how much student services are strengthened or changed, until and unless the teaching faculty becomes involved, it is difficult to assert that career education is really "in place" in a given institution of higher education.

The sources of resistance to career education, or almost any other form of educational innovation, can be summarized easily as follows:

Most faculty members do not understand the concept and are not easily motivated to learn about it through traditional faculty meetings. The term "faculty development" is regarded, by the typical faculty member, as an individual matter of personal choice, not something carried out in group settings in meetings called by college administrators.

To many members of the academic faculty, the goal of education is simply education. The purposes that motivate the student to learn the subject matter and the uses made by the student of the subject matter are not matters of primary concern for the faculty member.

The high degreee of autonomy afforded individual faculty members, so necessary to protect academic freedom, acts as an effective deterrent to widespread institutional change. Only two basic avenues exist to motivate the individual faculty member to change: to convince him/her that, unless change occurs, the faculty member's status and/or position may be threatened, or to convince him/her that there is something positive to be gained from changing; the second avenue is far preferable to the first.

Faculty members tend to have a higher loyalty to their particular academic discipline than to the institution. Thus, their tendencies to change are governed more by the perceived direction of and benefits for the discipline than by any perceived concern for the goals and welfare of the institution.

Faced with such problems, participants in the OCE "mini-conferences" noted earlier made several positive action suggestions aimed at solving them, including:

Recognizing that the survival of assistant professors is heavily dependent on production of scholarly work within their specialty and recognizing further that many who have attained the status of full professor may be disinclined toward change, concentrate on trying to influence associate professors to study and learn about career education through a series of subsidized seminars where the participating faculty members will be paid for learning. It was suggested that foundation funds may be available for such purposes.

Organize "faculty development" programs around sabbaticals in the broader occupational society for individual faculty members. Such experiences, subsidized by the business/industry community, could help faculty members learn how graduates use what they teach and motivate faculty members to place a greater emphasis on education as preparation for work.

With the help of the alumni association and the college placement office, encourage individual faculty members to follow up their majors to discover the occupations they actually follow. Such data may encourage many faculty members to use resource persons from the business/industry community in their classes to discuss career implications.

Demonstrate, using interested faculty, how a "careers" emphasis on the part of a given discipline or department within the institution may encourage more students to enroll as majors. The "students voting with their feet" approach may encourage other professors and departments to adopt a similar approach.

Encourage faculty members to work collaboratively with those staff persons in experiential education to combine a "learning to do" with a "doing to learn" approach to mastery of the subject matter. If such a procedure involves occasional visitation on the part of the faculty member to an actual work site for purposes of verifying or assessing academic competence, this may encourage a greater "career education" emphasis in the teaching/learning process.

Encourage faculty members to discover the ways in which students may use undergraduate majors in the occupational society. One of the obstacles to be overcome is the assumption held by many faculty members who teach undergraduate students that the prime use of the undergraduate degree is to gain admittance to graduate school. The statistics on the oversupply of persons holding

advanced graduate degrees are impressive and readily available for use in encouraging individual faculty members to consider this option.

Make a special effort to encourage liberal arts faculty members to learn about and appreciate the vital contributions liberal arts education makes to education as preparation for work. The need for true liberal arts education at upper management levels in the occupational society is easy to document. So, too, are the contributions of true liberal arts education to help the individual humanize the workplace for himself or herself. Similarly, the contributions of liberal arts education to help the individual productively use leisure time are easily explained and readily accepted by liberal arts faculty members. If, simultaneously, the institution voices a commitment to providing students with a true liberal arts education—i.e., with more than a simple collection of liberal arts courses—members of the liberal arts faculty may be more favorably inclined toward embracing the career education concept.

It will not be easy to convince members of the teaching faculty to embrace the career education concept or to participate in implementing a career education effort in higher education. Still, the institution that fails to make this a matter of high priority stands little chance of ever meeting the career education needs of its students.

Concluding Remarks

This paper has obviously been oriented much more toward pragmatic goals than toward philosophical considerations. This emphasis has been purposeful and reflects my feeling that practical suggestions are needed more today than philosophical arguments. As a result, these remarks will undoubtedly appear to many to represent oversimplified generalizations rather than thoughtful deliberations. I hope that some will discern that the generalizations made here are, in fact, based on careful thinking. I hope they will be helpful to those higher education institutions now considering the career education concept.

I have not mentioned the possibility of federal financial aid to institutions of higher education to initiate career education efforts; at this time, there is no absolute assurance that such federal assistance will be forthcoming. I hope that your interest in and concerns regarding career education are not dependent on the presence of such aid.

CONTINUOUS CAREER EDUCATION: THE EMERGING CHALLENGE TO POSTSECONDARY EDUCATION

Peter D. Relic
Deputy Assistant Secretary for Education
U.S. Department of Health, Education and Welfare

Career education is not a new idea. Sidney Marland gave it a name and a strong initial push seven years ago, but it existed long before the 1970's. The concept of relating education to work is as old as schooling itself, and dates back to a time when work was a far more natural and integrated part of life than it is today. For the vast majority of students over the great bulk of our history, education simply equipped an individual to survive and to work productively. It was not until this century – really not until after World War II – that large numbers of people began to see and to take advantage of education as something more than basic job preparation.

What is new about career education as it now exists – is that it is directed, not at preparing students for life, but at giving them control over their lives. The programs that exist today, at the elementary and secondary as well as at the postsecondary levels, aim at expanding choice and thereby increasing freedom. Those critics who see career education as nothing more than vocational education warmed over, and who think of it as something that is simply supposed to train young people to be productive workers for the greater glory of the American economy, miss the point. Career educators want to help people be productive, but the movement does not seek to channel people; it does not try to box people in, and it does not want to respond to or reflect stereotypical images of what people ought to be. Career education's goal is to give people the information and the skills they need to take control of their own destinies in a demanding and confusing world.

That goal is something this Administration accepts enthusiastically. The federal government supports more than 100 separate programs in the Education Division of HEW, and all of them are valuable; all of them are important. But we think of career education as something more than just another program. Like basic skills or lifelong learning, it is a fundamental education concept, which, if properly developed and structured, should reshape American schooling at every level.

There is little at this point that would be more destructive and more wasteful than to rush in with a massive infusion of federal funds before the Administration knows exactly what it should be doing in this field. There has been too much of that in the past – too many well-intentioned efforts to make things work instantly, and to guarantee a semblance of progress by establishing a major base of support in Washington.

Some of career education's critics (and they are, fortunately, dwindling in number as time goes by) have charged that this concept is just one more in a series of fads, that it would have its moment in the sun and then pass out of existence and eventually out of memory. We do not want that to happen to this

concept. We believe that the surest way to keep it from happening is to use a limited amount of federal support for research, for development, for model-building, and for dissemination. Once we have laid all the groundwork, the time will be appropriate for a major federal funding effort. We are not quite at that point yet, although there are many in Congress and elsewhere who say we are, and who may, before this session of Congress is over, convince us that they are right.

The theme of this conference fits right into what the Administration believes is the best approach at this time. Especially at the postsecondary level, there is a continuing need to look at exemplary models in career education and to develop ways of adapting programs that work in one school or one community so that they fit another community's needs.

The idea of continuous career education relates directly to some of the major themes this Administration has been emphasizing over the past year.

We give highest priority to opening education opportunities to the previously underrepresented or excluded.

A good program in continuing career education will reach out to people who may have been denied a quality education at the early level, but who want to develop new competencies or improve those they already have.

We believe in the effective use of education resources. Good postsecondary administrators will take advantage of the extra space and extra staff time made available by the decline in the traditional 18- to 22-year old college constituency to serve adults who want to continue their education throughout their lifetimes. At a time when people in almost every profession are required to upgrade their job skills constantly, and when more and more people are changing not just jobs but occupations in midlife, the need for a career education effort to serve as a cornerstone of any life-long learning program has never been more apparent.

Finally, we believe that postsecondary institutions ought to be more closely involved with the world around them and ought to maintain a closer affinity with the communities they serve. By their very nature, good career education programs at every level – but especially at the postsecondary level – develop and nurture that linkage. To make these programs succeed, you have to work with business, with labor, with private nonprofit groups, and with local government. You form patterns of communication and develop a mutual understanding that inevitably carry over into other aspects of academic and community life. Both the community and the school are the stronger for that having happened.

What has been done is constructive, and the signs of what we can expect in the near future are encouraging, but problems remain; some of them easy to solve, others more difficult.

First, let us look at the positive developments over the last decade. Overall – not in every school, not in every community, but on the whole – we have seen a movement on the part of higher education to facilitate part-time schooling, and to open opportunities to people who work and/or take care of children during the day. Extension services have increased in number as well as in quality, and universities are allocating a greater share of their resources to programs for adult learners. These developments do not relate only to occupationally-based

efforts, but we estimate that more than half of all adults who go back to school do so for job-related reasons.

Schools are responding to the new vocational awareness, not just in their adult-oriented efforts, but in their programs for the 18- to 22-year-old constituency as well. The studies show there is more emphasis at most schools on work-study for credit, more emphasis on clinical training, more emphasis on internship programs. Most schools are spending more time and money on placement of graduates, and the results are positive.

The great majority of postsecondary institutions are doing something even more important: they are increasing the caliber and the availability of their student counseling programs, and they are gearing the counseling process, to a greater degree than ever before, to career awareness and preparation.

In too many large schools, for far too long, the counseling process has been little more than a farce. Each semester the typical undergraduate would bring his/her computerized course cards to some anonymous professor – usually a junior faculty member fulfilling one of the more annoying obligations of the job. That professor would check to see if the arbitrary degree requirements were being met, would sign the cards, and that would be that. There was no guidance, no search for direction, no matching of academic interest with vocational objectives. Except at some small schools or a very few exceptional large ones, students – often confused enough about life, usually ignorant about what their career options really are – would be left totally on their own.

Fortunately, that is changing. We have to help the change process along.

But there are obstacles to change, not only in this area, but also in others that relate to continuing career education. The following are not all of them, but they are the most significant.

The primary stumbling block to initiating an effective career-oriented perspective is attitudinal. All of us have to work to change the outlook of faculty members and administrators who view anything even remotely oriented to occupation as anti-intellectual. We have to make it clear that, just as there is no conflict in the elementary and secondary schools between basic skills and career awareness, there is no conflict in higher education between liberal arts and career education. Any well-educated person ought to have a good understanding of the humanities and the social sciences, but he/she also ought to have the knowledge and self-awareness essential to making good career choices. There is no conflict there; the two aspects of education are complementary.

There would be conflict – and faculty members would rightly be concerned – if we were talking about gearing colleges and universities to some kind of narrowly-based vocational training. But career education, when it is well-planned and well-implemented, broadens student perspectives; it does not narrow them. We have to get that message clear to all members of the higher education community.

We also have to make it clear that by extending access to postsecondary schools to older adults, we need not and should not lower the quality of academic instruction available. Tenured professors may find it inconvenient, at first, to hold night classes or serve as advisors to people who are not full-time students. But if

your colleagues are sincere about their avowed desire to extend the benefits of education to the maximum number of people – and I think they are – then they should see that, without lowering intellectual standards, they can transform institutions to fit the needs of a new, broader constituency.

They, and others, will see this all the more clearly as it becomes apparent that schools which fail to respond to the new education clientele – and persist in gearing their programs exclusively to a dwindling number of young people immediately out of high school – find themselves with empty classrooms, deficit budgets, and smaller faculties. Great institutions and farsighted faculty will be able to adapt. The rest, sooner or later, will almost inevitably go out of business.

I do not mean to suggest that all the concerns about career education expressed by faculty members are trivial or biased or irrelevant. Some are very important, and we have to deal with them in a constructive way. How, for example, can we structure experience-based learning to guarantee that the internships or other work-study programs sited off-campus have the quality and the academic value they ought to have? How can we forge a cooperative relationship between schools and business and still protect the intellectual independence of the academic institution? How can we provide adult learners with the special help they may need after years away from school without taking away resources from other groups with legitimate claims?

These are serious questions but they are not unanswerable. They are being answered at institutions across the nation. Some of the exemplary models you will be looking at will offer solutions that are replicable at the schools you represent.

There are other administrative problems that exist, but they, too, can be resolved if you have the will to resolve them. Effective career education requires a comprehensive approach to curriculum that starts at the elementary level and continues through postsecondary school. We have not yet seen the kind of extensive dialogue necessary to develop that kind of continuum. Four-year institutions and community colleges are not working as closely together as they might, and, because of that, a great many of us are afraid that federal funds will not be used as effectively as they might be.

Above all, at too many schools the university administration still perceives career education – despite all that has been said – as an add-on to what already exists, and as a supplementary enrichment program. This is why, at school after school, we see career education administered not by the vice president for academic affairs, but by the director of student services. This is why, all too often, we see administrators who think career awareness can be achieved by putting a rack full of literature in the placement director's waiting room.

When career education is perceived as nothing more than a frill, it is destined to fail from the start. When it is perceived as a major curricular approach designed to reorient much of what postsecondary education is all about, it stands a good chance of making a major contribution. When career education serves as one of several means to make lifelong learning a reality, it justifies the faith we have in it, and the support we intend to devote to it.

The primary responsibility for assuring that the true value of career education is understood by the entire academic community – and for guaranteeing that career education is implemented as the kind of concept we know it to be – rests with campus administrators.

We can help. We can provide the necessary research and information dissemination – as we have done. We can provide some degree of direct support – as, at the appropriate time, we will do. We can work to make the Fund for the Improvement of Postsecondary Education respond to the needs for grants in continuing education. We can see that Fund support goes to help constructive and replicable career education models get off the ground. We are starting to do that and will work vigorously toward that goal in the months and years to come.

However, the ultimate responsibility belongs not to government, but to you the institutions. The support is there – in the public, in Congress, and in the student bodies. The perception of the need for an effective career education approach is there. This is a moment of golden opportunity for postsecondary institutions.

THE NEW BOOM IN CAREER EDUCATION: A SKEPTIC'S VIEW

Clifton R. Wharton, Jr.
Chancellor
State University of New York

Before I begin, I think I should make clear my biases. My appreciation for what is called career education is considerable. But my concerns about it are also considerable. In my remarks therefore, you will detect a certain healthy and necessary ambivalence.

I recognize that the growth of career education during the past five or six years seems to reflect a new mood in our country. But I also recognize that all of us who are privileged to lead America's colleges and universities have other traditions of learning and other purposes to keep in mind.

As most of you are well aware, the amazing growth of career education in the past several years has been one of the significant developments of American education in the 1970's. Since 1971, the year that U.S. Commissioner of Education Sidney Marland gave "career education" a new impetus, federal funds for career training and counseling have increased 750 percent, from $9 million in 1971 to nearly $70 million in 1977. Foundations and corporations have also supported the trend. More than 47 national organizations, from the Chamber of Commerce and the AFL-CIO to the National Council of Churches and the Girl Scouts have supported the idea. And such noted persons and friends as Willard Wirtz, Stephen Bailey, and Clark Kerr have endorsed career education. High schools and colleges throughout the land have rushed to add more "practical" courses. Some small colleges have switched almost entirely from liberal education to career programs. Students, who are so astonishingly alert to new educational fashions and new sources of financial support, are flocking to vocational, career, and professional courses.

The pressure is so strong that more professors each year are relabeling their courses so that they seem directly work-related. At the State University of New York, for example, we have a fine college that has since its beginnings been dedicated to career education. In fact, our Fashion Institute of Technology in Manhattan is sometimes called "the Harvard of the fashion world." We have always tried to give these students a modicum of basic skills and general education, as well as rigorous career preparation. One of the sociology instructors at the Fashion Institute watched his enrollments drop over the past two years as students switched to more and more "practical" courses. I am told that to halt the erosion he hit on a solution. He merely renamed the course "The Sociology of Seventh Avenue," and threw in a few more examples from the garment industry. This year his classes are large again.

In fact, the boom in career education is so huge that liberal arts education in America is dying – or is at least hemorrhaging badly. In 1970, according to A. W. Astin's studies of college freshmen, 12.7 percent of all freshmen were arts and humanities majors; but by 1975 only 8.3 percent were. The number of English majors has dropped from 3 percent in 1970 to less than 1 percent today.

There are, of course, many reasons for this new push toward career education – some good ones and some perceived ones:

> The content of college education was seen as being more and more removed from, and irrelevant to, the world of work;
>
> What career education there was, was seen to be misdirected, with colleges training too many teachers, say, and too few electronic technicians;
>
> Youth unemployment was rising, partly because, the arguments ran, young people were not trained for existing jobs;
>
> Too many professors were considered disdainful of, if not hostile to, commerce, business, and industry;
>
> A few scholars like Ivar Berg pushed the idea that students were being "over-educated": prepared through humane learning and science for leadership roles rather than for more modest middle-level roles as technicians and service workers;
>
> New, harder times were ahead for America, with slower economic growth, greater inflation, and higher taxes; so people had to get back to basics, to do-it-yourself, to the ethic of hard work.

There were other reasons, too, for the swift rise of career education. It started during the tail end of the Vietnam War, when some thought that college students had simplistically rejected reality, work, and achievement and were filled with fancy ideas that were fertilized by too much leisure, too much money, and too much permissiveness.

Further, as the costs of higher education rose and as the share borne by the students and their families increased, there was a corresponding increase in the demand that curricula include mainly courses with a high employment component. The students and their parents as consumers argued, "why should we use our hard earned dollars to pay for general education 'frills?'" Every course taken and paid for, it seemed, should have a direct payoff with a job.

And there was what may have been the most fundamental reason of all: the movement of masses of formerly excluded young people – blue collar children, minorities, women, and the less academically gifted – into our colleges. The proponents argued: "Surely most of them could not be trained for traditional careers in law, medicine, theology, university teaching, engineering, business leadership, and top government bureaucracy. Surely, they needed to be trained

for new kinds of careers." The vocational and career education emphasis almost implied a two-track college approach.

So the arguments ran, and still run.

Two things are very clear. One is that we are in the middle of a tidal wave of new enthusiasm for vocational and career education, in both public and private higher education. The other is that there are superficially attractive and plausible reasons for colleges and universities to move in this direction in the 1970's. I am acutely aware of these developments, and I support the trend – to a limited extent.

But I also have some skepticism – even grave doubts – about the trend. In fact, I worry at times that career education is to the 1970's what free electives, "relevant" courses, and "non-traditional" teaching were to the 1960's. My reluctance to jump on the bandwagon is based on several reasons.

First, the "novelty" of career education. While it seems so new to some educators, it is really as old as education itself. The earliest universities in Western civilization – Bologna, Paris, Salamanca, Oxford – all had as their express purpose the training of people for careers: in the churches, the courts, medicine, teaching, and royal administration.

Cyril Houle, that scholar of adult education, has reminded us that even pre-university education for the elite in the Middle Ages was performance-oriented. Here is how one manual reads: "The squire must be able to spring upon a horse while fully armed; to exercise himself in running; to strike for a length of time with the axe or the club; to dance and do somersaults entirely armed except for his helmet. . ." and so forth. Being a squire in the 12th century was a career that needed special training.

To go even further back, you will recall that Plato's famous book, *The Republic*, was basically an examination of what kind of education Greece should provide in order to get real philosopher-kings as rulers and the best people into other careers of leadership.

My alma mater, Harvard, was begun in 1636 mainly to train men for careers in the church and in teaching. The Land-Grant Act, which gave birth to some of our leading state universities, was designed specifically to set up new kinds of colleges for what were called "the laboring classes" – in agriculture, the military arts, and mechanics (which we today would call engineering or technology).

So American higher education, and indeed most higher education since its origins, has been devoted heavily to training for careers. To some extent the "discovery" in 1971 of career education is akin to the discovery of that bourgeois gentleman, Monsieur Jourdain, in Moliere's famous play that he had been speaking prose all his life.

Second, as hard as I have tried, I have been unable to pin down exactly what is meant by "career education." Many of the strongest advocates stress that it is not vocational education, that it has more to do with counseling from the first grade on and with work generally rather than specific jobs. Yet there is little doubt that career education had its roots in the Vocational Education Amendments of 1968; that Commissioner Marland often used vocational and career education interchangeably; and that his successor, Commissioner of Educa-

tion Terrel Bell, said, "It is our duty to provide students with salable skills."

Dr. Kenneth Hoyt, the distinguished director of the U. S. Office of Career Education and a fellow speaker at this conference, has said, "Career education is the totality of experiences through which one learns about, and prepares to, engage in work as part of his or her living." That is a very broad definition that can include such things as pre-school toys, talk with a grandfather about his pre-retirement days, and post-doctoral training. Others have written of "finding meaningful work," "deciding upon a satisfying career," and "improving the relations between schools and society."

The Association's own statement on career education, which incidentally is one of the best, speaks of it as "a composite of activities, experiences, and results that prepare people for a successful transition to work, along with a rewarding personal life style." It also says it is "a lifelong process that begins in "the primary years," and which increases occupational training at the same time that it keeps what the Association calls "a liberal arts base."

Even the 1976 Interim Report of the National Advisory Council on Career Education found that what constitutes career education is still "untidy," as they put it. It often seems to me that career education is at bottom a spirit, a mood, a vague sense that all education ought to be more related to manpower needs and the demands of the economy.

Third, career education may be based on a misreading of what the leaders of American business really want. It is true that some employers, particularly small businessmen, have applauded the increase in vocationalism on our campuses. But a major study in 1976 by The Conference Board, which does studies for U.S. industry, found several interesting things. In 1975 – a recession year – the nation's 7,500 largest employers spent over $2 billion on employee and executive training. (This sum equals the total amount given to all American colleges and universities from all sources in that year.) Most business leaders indicated that this kind of training is not "the responsibility of the schools to provide." And most employers said that what they most desire from the schools and colleges is not more vocational education but elimination of the serious deficiencies among younger employees in basic skills such as writing, speech, mathematics, computer use, and knowledge of how our government and economy really work.

The message is this. Most businessmen, especially corporate leaders, prefer to train people in their own way of doing things. But they would like to have the schools give them young persons who are articulate, literate, good with numbers, informed about democracy and capitalism and, above all, who can think. They want soundly educated persons, not vocationally trained employees.

I am reminded of the story about Macaulay, the 19th century English scholar-politician, who was asked why he chose for his civil servants so many classics scholars from Oxford and Cambridge. He replied, "Because that's where the best students are. If instead of the classics, astrology were their preferred subject, I would then seek out those students most proficient at casting nativities." How many of us would choose as an assistant someone with an M. S. in a narrow specialty over someone else who was more highly literate, good with numbers, and broadly informed just because he/she had a career education in some field?

Fourth, I worry that the career education movement may unconsciously contain a class and racial bias. What I mean is this. Now that large numbers of students from blue-collar backgrounds, minorities, the female sex, and those not in the top third of their classes by traditional measurements are entering our colleges, it seems strange that we tend to think of them largely as material for the middle-level and upper-lower-level positions in society.

Some schools, such as Washington, D.C.'s Dunbar High School, an all-Black high school, until recently have refused to slot Blacks for low-level careers and instead taught them French and Latin, chemistry and calculus, and ancient and diplomatic history. They have been sending graduates to the Ivy League and other top colleges since the turn of the century. The first Black general, Benjamin Davis, was a Dunbar graduate. So was the first Black Federal judge, William Hastie; the first Black U.S. cabinet member, Robert Weaver; the first Black U.S. Senator since Reconstruction, Edward Brooke; and the discoverer of blood plasma, Charles Drew.

And colleges such as the City College of New York have for a century taken the children of immigrants, workers, and the minorities and given them a solid, liberal education enabling them to become poets and professors, financiers and surgeons.

We must be very, very careful not to identify what Patricia Cross calls "the new students" as candidates fit only for technical and vocational positions. If their primary and secondary school preparation is sound, disadvantaged and minority students can handle the more rigorous liberal arts and sciences programs in college as well as anyone, and assume leadership positions as well as anyone. If their preparation is deficient, it will be harder for many of them, and we may have to provide extra help, guidance, and direction. But career education must guard against unintentional class or racial insult, and stereotyping.

Fifth, insofar as career education is preparation mainly for one kind of work, I see great dangers to individuals because of our changing economy. Perhaps because I am an economist, I have been particularly sensitive to the fact that people today change jobs with greater frequency than before. More and more persons even change careers two or three times in their lives. Therefore, if we spend much of those precious college years educating people not for the dynamics and uncertainties of life but for one career, we may be doing them – and society – a disservice. We may fall into the trap of producing a highly skilled, rigorously specialized graduate whose training is so narrow that only one job is possible in his/her limited career. Any revolutionary change in that field could suddenly result in unemployment and no skills or intellectual flexibilities for an alternative career.

Career education, I fear, is education with a low ceiling. It is education that narrows instead of broadens. It may help get that first job or position, but actually retard personal growth and work opportunities over the long haul. I worry a great deal that it is giving higher education a bad case of myopia.

Sixth, one of the few recent developments in higher education that has seen growth as dramatic as that of career education is lifelong education. The explosion in knowledge and the escalating obsolescence in knowledge is forcing

an extensive new set of demands upon higher education. Updating, re-tooling, re-certification are becoming significant demand factors changing the traditional character of a university as a city of youth. There are now more adults over age 25 enrolled in classes in the United States than all the college-age students combined. In a world of rapid demands for new and better knowledge, lifelong learning has become the new pattern of education in our land. But career education usually ends at what is so wisely called commencement.

Higher education must respond to the new pattern of continuing education, or lifelong learning. One of the ways it can respond best is to provide those vital skills of learning, those habits of thought, those open-minded sensibilities, those core subjects that best allow people to go on learning, go on stretching their minds and their dreams throughout their lives. I suspect that the really critical question for higher education today is not how to promote more career education but how to revise the structure and content of undergraduate education so that it will prepare students for a lifetime of continuous learning and a changing array of jobs, positions, and careers.

I worry too, for instance, that career education, by concentrating so heavily on the economic ends of university training, neglects the political and personal ends. It is important also that our graduates be intelligent, discerning, tolerant, humane citizens. Our democratic way of life demands it. It is important that our graduates engage in humanistic thinking and exploring because people not only need jobs, they also need fulfillment in their work and in their leisure. The decline in the length of the workweek means that, today, many have almost as much time for leisure as for work. Self-fulfillment in work must be matched by self-fulfillment in leisure. Such fulfillment will come primarily from a clear understanding of one's self and society, from knowing what is valuable, from possessing an "educated" heart.

I have a deeper concern about higher education and the current national mood. It seems to me that our nation at this time is going through a gigantic loss of nerve, a massive decline in faith in ourselves. We seem to be suffering from creeping smallness of vision.

One can almost feel the malaise. Our energy policy is based on new restrictions rather than new discoveries. Our economic thinking is increasingly concerned with redistribution and maintenance rather than with growth and invention. Our education policy is becoming alarmingly filled with talk of "too much" education, more vocational education, and retrenchment.

Yet, what this nation needs at this pivotal point in our history is fresh thinking, fresh courage, and fresh values. That is, we need more people who are creative, ingenious, vigorous, bold, and humane. We need more and better education, not less. We certainly need more hard-nosed general education – for all our citizens – that will provide the tools and daring to build anew in the face of some very disturbing new conditions.

I fully recognize that if higher education is a preparation for a better life, then work is still the most time-consuming, consequential, even passionate component of our waking lives. I agree with the philosopher Alfred North Whitehead, who said, "Education should turn out a student with something he knows well

and something he can do well. The intellect does not work in a vacuum." Our universities must continue to train people for both good lives and good work.

I hope that our vision as educators will not be too small, too short-sighted. Our present students will be at their peaks 40 years from now. Surely, we should prepare them for life in the year 2018 as much as for their first jobs in the next year or two. Every college and university worth its name has an obligation to be responsive; but it has a greater obligation to be responsible. It is responsive to yield to the present cries for more careerism. But it is our responsibility to lead as well as follow, to prepare young men and women for that larger role of being the shapers of our civilization during the next half century. There is no other institution in our society that can exercise such leadership.

We should never forget that the main purpose of higher education, the purpose that makes all the efforts and anguish worthwhile, is to help build a better society by turning out better people with better ideas. As a by-product of carrying out that large and critical task, we can help men and women get better jobs. I hope we never confuse the by-product with our central purpose.

EDUCATION AND THE FEDERAL AVIATION ADMINISTRATOR

Marvin Strickler
Federal Aviation Administrator
Department of Transportation

In 1961 the late President John F. Kennedy asked his newly appointed FAA Administrator, Mr. Najeeb E. Halaby, to develop suggested national aviation goals. President Kennedy's request to Administrator Halaby stated in part:

> In your capacity as Administrator of the Federal Aviation Agency, you are requested to develop for my consideration a statement of national aviation goals for the period between now and 1970.

Without going into detail as to all of the goals, the Task Force report had some observations and recommendations concerning both general aviation and education that were, subsequently, put into organizational practice. Selected excerpts on this score include the following:

> In view of the increasing importance of general aviation in the total U.S. aviation picture, the FAA should consider recognizing this importance by establishing an organization, highly placed in the FAA hierarchy, to concern itself solely with the problems of general aviation.

In the same report, the topic of education was discussed:

> The explosive expansion of scientific knowledge has created a pressing need that the new technology and its implications be understood and appreciated by all Americans if they are to support and participate in programs designed to exploit this technology for the benefit of our free society. Unless education is wisely balanced, however, the technological momentum of the aerospace age could produce a dangerous gulf of noncommunication between the scientifically oriented specialists and the laymen in our society. New discoveries and new techniques must be shared by all citizens and not reserved for the private possession of a technological elite.

The report goes on to point out:

> Educational adjustments must involve thousands of educational institutions and public and private agencies serving both youth and adults. Government at all levels takes on special obligations for leadership, for consultation and for cooperation.

The Task Force stated further on this subject:

> We must develop scientifically knowledgeable administrators in government as well as in industry. Underlying it all is the need for an enlightened electorate responsive to the demands of modern technology.

Thus, some of the educational recommendations of the Task Force were:

> While the primary constitutional responsibility to direct and administer public education still rests with the states, many Federal agencies can plan essential supporting and cooperative roles. Especially important is the dissemination of information which would aid in the development of curricular texts, training aids and teaching methods.
>
> The FAA should plan a program for bringing the use of the natural resource of the air within the effective reach of an increasingly larger segment of the population, a program designed to be implemented at the state and local level.

From the early 1960s until the present time, the FAA has had an increasingly productive relationship with schools and colleges, helping them design and conduct formal curricular offerings relating to many disciplines.

Each year during the past decade the FAA has joined with the National Aeronautics and Space Administration, Civil Air Patrol, the United States Air Force, and the National Aerospace Education Council in sponsoring a National Congress on Aerospace Education. This annual meeting brings together representatives from industry, education, and government to report on and discuss current developments in aviation and space with relevance for education.

A recent trend in higher education has placed great emphasis on life experience for college credit. The FAA has worked with aviation groups and interested colleges and universities in a cooperative effort to assess selected aeronautical training and educational programs with a view to making recommendations for college credit. In effect, we have developed a college credit standards guide that is competency-based. The organization developed to do this is known as the Aviation Education Review Organization (AERO). Details of the organiza-

tion and specific fields and programs listed for recommended credit are described in the Aviation Education Review Organization College Credit Standards Guide.

While we have described some of our higher education and training activities as well as some of the international projects, specific examples of how aviation or related aerospace activities and data are used by local schools in accomplishing educational objectives at other levels are yet to be provided.

Starting ten years ago, a landmark experimental program using aviation, including the study of pre-flight subjects combined with actual flight, was conducted in the Richmond, California school system. This program had several remarkable features. First, it had a small grant from the U.S. Office of Education to document the project. Second, a small foundation grant provided funds for actual flight instruction. Third, the project succeeded, it significantly touched the lives of the young people who participated in it. Fourth, it made available the first significant documentation of the effectiveness of what we refer to as learning-through-aviation, and the data available have influenced other school systems.

Basically, the project took young people who appeared unlikely to stay in school or succeed and built all their traditional subjects around planning and conducting the flight of a four place aircraft. Their academic and theoretical work was augmented by having the students actually fly aircraft under the supervision of a flight instructor. They put to actual practice the knowledge and skills developed on the ground while acquiring new and refining other skills in the air.

It should be clear from this overview that the Federal Aviation Administration has deep interests in education in our domestic and foreign programs. We are a highly technical and professionally oriented agency.

It has been my experience that there are in the FAA great opportunities for work and for individuals to make significant contributions to public service.

We are willing to share what we have learned with others, especially educators; we are equally eager to learn from educators.

SOCIETAL, INSTITUTIONAL, OR INDIVIDUAL ENHANCEMENT THROUGH CAREER EDUCATION: A SUMMARY

Rupert N. Evans
University of Illinois
at Urbana-Champaign

The task of summarizing a multi-session conference is nearly impossible, so let us try. It is apparent that the sophistication and breadth of career education programs are much greater than when the AASCU program on career education began five years ago. It is obvious that we have learned a great deal, both from our own efforts and from the efforts of others.

The conference on career education in higher education this year is particularly significant because 1978 is a watershed year for both higher education and employment. Due to the extremely large increase in births which began in 1936 and continued (with only a brief pause during the latter part of World War II) until 1960, higher education has been faced with continued expansions in demand. At the same time, the labor market has had to absorb an unprecedented number of new workers. Because the number of births peaked in 1960, 1978 produces the peak number of eighteen-year olds, the largest group leaving high school for college and for the labor market.

For the next 16 years or more, every year we will have fewer eighteen-year olds than we had the year before. From 4,300,000 eighteen-year olds in 1978, the number will decline to 3,200,000 in 1994. In percentage terms, this is a decrease of less than 2 percent per year. In absolute terms, however, the consequences of the disappearance of more than a million young people each year are almost certain to be severe for the world of work and the world of higher education.

Bob Egbert of the University of Nebraska hypothesizes that institutions do not adapt easily to changes in the rate of change of their size. A college or a manufacturer can adapt to having 500 more students or employees each year. If they are large enough, they can even adapt to having 500 fewer each year. The problems arise when they change from slow to rapid growth or from growth to shrinkage. In the labor market, the most likely prediction for the next ten years is frenetic competition for youth who are willing to go to work immediately after the end of compulsory schooling. In Japan, which has been going through a severe shortage of young people, willing young workers are known as "golden eggs." In those colleges that do not succeed in attracting enough "golden eggs," the most likely prediction is faculty fratricide and departmental cannibalism.

Three themes related to this watershed year were woven throughout almost all of the conference discussions:

- career education as a means of coping with declining enrollments,

- career education as a means of reaching new clients,

- career education as a means of reducing college dropouts.

Our speakers, however, had a different agenda. At the two extremes were Ken Hoyt, who is searching for ways to improve career education and incidentally to promote it, and Chancellor Wharton, who seemed to be speaking to his new constituency in the State University of New York.

Ken Hoyt's speech gave us one jewel after another. He reminded us of ways in which career education leads us to a re-examination of institutional goals. He reminded us of our tendency to neglect the career development of freshmen and sophomores as we respond to the more strident demands of juniors, seniors, and graduate students. He called our attention to the increased desire, need, and readiness for career education among students, but suggested that the administration, non-academic staff and faculty have needs, also. Most faculty members have greater loyalty to their discipline than to the institution that employs them. The embodiment of the discipline on campus is the department. Do the discipline and the department reward a career education emphasis? Perhaps departmental views will change if students are allowed to vote with their feet when they find enrollment in another department to be more stimulating and rewarding. The relationship of career education to institutional goals seems as compelling as its relationship to individual goals. Career education can be a powerful tool to meet needs for new students, to respond to pressure from legislators and business and industrial leaders, and to increase support from alumni.

Chancellor Wharton's comments were skeptical. He suggested three goals for higher education which seemed to him to be in conflict:

- Build a better society through developing better people with better ideas. Better jobs would be a by-product;

- Develop people with better ideas, expect that a better society, including better work, will be a by-product;

- Help people help themselves; expect that better ideas, better work, and a better society will be a natural consequence.

Frankly, I could not see that these goals were in conflict, nor could I see the incompatability of career education with any of them. Indeed, the University of Akron program seems to relate directly to the third goal and all of the programs which were described at the conference seemed to have the first and second goals either stated explicitly or implied. What Chancellor Wharton did not

suggest (but almost every discussion did) was the use of career education to help the institution reach its goals.

Chancellor Wharton clearly was skeptical because career education might be misused. There is no doubt that it has been misused. Unfortunately, nothing is perfect, not even Plato, who was held up as an ideal. We tend to forget that Plato's concern with a minority was with his minority. He displayed remarkably little concern for slaves and for the hoipolloi. Chancellor Wharton's remarks helped to remind us of the skepticism of many faculty members and administrators, and to caution us to guard against misuses of career education.

Themes of the Discussion Groups the prime content of the conference came in the multiple presentations and in the interaction which accompanied them. These discussions can be grouped roughly into seven categories. In several of these categories it is important to note what was not said, as well as what was said.

Additional Groups To Be Served. This category was addressed most frequently. Groups for which it was suggested that career education should be provided included: working adults (Wayne State), older citizens (Southeastern Oklahoma State), business and industry (Fitchburg State, Central Michigan, Morehead State), women (Western Piedmont Community College), government agencies (Central Michigan), unions (Wayne State), military personnel (Servicemen's Opportunity College). Other groups mentioned during discussions included: the unemployed, Comprehensive Employment and Training Act personnel, professional associations, and off-campus citizens. Clearly, career education is not just for youth. But what was not said included: College career education for brilliant fourteen-year olds. Why not? The high school dropout rate is constant. Why? What can be done? The percentage of college dropouts is constant. Why? What can be done? With several notable exceptions, too little was said about the extent to which we should go off-campus to serve additional groups or expect them to come to us.

Additional Services To Be Provided. This category was surprisingly slim. Career counseling, evaluation of earlier experience, credentialling, and placement were mentioned. Not mentioned were sale of career-related goods and services (except instructional services) or cooperative education.

New Or Expanded Methods of Instruction. Peer counseling (Glassboro State), and correspondence courses (University of Missouri-Columbia) were included. Not mentioned were: computers, television, satellites, or use of adult students as instructors.

Who Is Doing Career Education? As part of traditional instruction Metropolitan State, with eleven Arts and Sciences Departments involved; Southeastern Oklahoma State has the secret of how to secure the endorsement of the whole faculty. In many colleges it appears that career education is confined to the student services and placement offices, but a Special Unit can be provided (Institute for Personal and Career Development, Central Michigan).

How To Pay for Career Education. Aid from other agencies (Kellogg and Exxon Foundations, U.S. Office of Education, and the Comprehensive Employment and Training Act) and learning to make do with what you have (University of Wisconsin-Stevens Point), combining programs and courses for improved

efficiency and voluntary coordination to avoid unnecessary duplication (Indiana, Wisconsin). There was little mention of retraining faculty attitudes and skills. What are the carrots and sticks which are needed and useful? Why aren't we using individual as well as group retraining? This might revitalize the sabbatical.

How To Evaluate and Improve Career Education. Chancellor Wharton worries about whether minorities and lower income citizens will get short-changed and about whether the humanities will survive. Worries help alert us to potential problems, but it is even more helpful t do something about them. One of the more imaginative approaches is the Doane warranty program for graduates. This resembles a manufacturer's call-back program for products which might have defects – "We taught you that 'X' was true, but now we find that 'Y' is truer." Progress is being made toward truth in labeling course descriptions. Research is seeking better ways of delivering career education (University of Wisconsin System), and several universities are involved in cooperative career education research with public schools and other agencies. This both builds bridges and helps to educate the faculty (University of Wisconsin-Stout). We ought to be doing some market research. We might have gotten started earlier if we had been monitoring the sale of books such as What Color is Your Parachute.

Practicing What We Preach. Surprisingly little was said about this subject. Eastern Kentucky programs include 1 & 2 and 2 & 2 career ladder sequences in all parts of the University, e.g., for geologic technician. Not many places really have open entry and exit with no time limits, and no restrictions on transferring students in or out. Few of us are following the example of the University of Wisconsin-Stout and educating the faculty about career education.

Taking Things With A Grain of Salt

We all enjoyed hearing about many interesting programs, but that doesn't mean we believed everything we read and heard. All of us are experts away from home, and descriptions here were necessarily incomplete. From these descriptions we will choose those places we want to go to see and those ideas which we think will help us to do better.

Perhaps the most disquieting feature of the conference was that it was attended almost solely by people who wanted to talk about what they are doing. This obviously is not the way to convince the uncommitted that career education is needed and desirable. It is a good way to learn how to do it better, because the people here are not just theorists, they are laborers in the vineyard.

This makes one wonder whether we really are better off in career education than we were say five years ago. Perhaps most faculty members think they know what career education is and they don't want to know more. Most will do a little, but are unlikely to do more unless invited to work with a group.

The second disquieting feature was the heavy emphasis on career education as a means of getting more students. Perhaps it is natural in this watershed year to begin worrying about the shortage of eighteen-year olds, but we need to pay more attention to career education as a means of improving our goals and processes. This emphasis may be more effective in securing and retaining students

than would be a simple, direct emphasis on career education as a means of getting students.

But overall, the conference was not disquieting. It was reassuring. The reassurance came from the knowledge that not only are the people here doing worthwhile things with career education, but that they will use this occasion to borrow ideas, develop modifications, and learn where to go to learn more.

CAREER OPPORTUNITIES EXCHANGE: AN ACADEMIC APPROACH TO CAREER EDUCATION IN THE LIBERAL ARTS

James Bernuth and Michael Brown
Metropolitan State College

General Program Description

Metropolitan State College is a four-year state college in Denver, Colorado serving 10,000 full-time students, varying greatly with respect to age, work experience, and career awareness. Although the college serves the non-traditional, commuter student, it is organized in a traditional administrative pattern for higher education with a high degree of differentiation in academic programming and student services. Given this diversity of student population and organizational structure, Career Opportunities Exchange (COE) was developed to integrate career education into departmental curriculum; we recognize that the classroom is where students are most fully engaged with the institution.

COE is based on the premise that faculty participation in career education is vital to program effectiveness; the administration of our program reflects this. The Exchange consists of faculty career consultants selected from each of the 11 academic departments in the School of Liberal Arts. These consultants meet regularly with representatives from career service programs, such as Placement and Cooperative Education to plan inter- and intra-disciplinary career education services.

The following represent some of the career education courses and complimentary services that have been developed by the group at Metro State College:

1. Psychology as a Profession: a credit course, required of all psychology majors, dealing with employment opportunities, resume preparation, interviewing and other job search skills. Students in this course are placed in internships by the Cooperative Education program.

2. Art as a Profession: a career orientation course required of all art majors. Topics include portfolio preparation and employment opportunities in commercial and fine art. A free-lance/part-time placement service has been developed by the Art Department and Cooperative Education to help these students gain valuable work experience.

3. Scribes: a credit course offered by the English department. Students write, edit, layout, design,

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and distribute a magazine for senior citizens. They learn all aspects of journalism while providing a valued community service.

4. Organizational Politics: a seminar offered by the political science department dealing with theories of organization and administration. Students apply these theories to internship experiences.

5. Economics of Career Development: students in this seminar work with an economic model of labor supply and demand to determine career alternatives for themselves. This program is discribed in greater detail below.

As can be seen from this sample, COE services include vocational information, experiential learning, and community service. Despite the decentralized, departmental approach to career education programming, all these courses share the common ground of relating the academic to the career development process.

Economics of Career Development

"Economics of Career Development," a full semester academic course, is designed to train the student to rationally evaluate career decisions and alternatives through the process of economic reasoning. This analytical philosophy forms both the spirit and foundation of the course.

The career decision is not one that must be made in high school and blindly adhered to throughout life. Times change, people change, and so does the labor market. Economics is continually analyzing these changes. This course is designed to enable the individual to do this analysis even if he/she has no formal training in economics.

The first section of the course is designed to acquaint individuals with themselves and how to relate their personal preferences, skills, and abilities to the labor (job) market. The career decision that the individual must make, and how others in the labor force make the same decision, are outlined first. (Figure 1) Next, the material evaluates in some detail, how the market values various skill combinations, under the rubric of the investment in human capital. Lifetime income profiles of various occupations, the rates of return to these occupations, and occupational amenities are integrated into the general framework of analysis.

In addition, this section focuses on how individuals can recognize and plan for dynamic, continually occuring, shifts in labor markets. If individuals cannot foresee such changes, their present evaluations extrapolated to the future can lead to grossly incorrect career choices. One can only wonder how many of today's mid-career shifts result from the individual's original inability to foresee the dynamic changes that were inevitable in many occupations.

To meet this need, the second section deals with methods of forecasting labor market conditions in both the short run and the long run. While short run forecasting involves a reasonable degree of accuracy, the state of the art in long run forecasting permits only a sketch of the basic parameters one must consider in making an occupational selection. However, in examining and enumerating these parameters, the individual is alerted to potential difficulties and can begin to build occupational flexibility in their career training plans.

The final section provides a list of information necessary for making a career decision, a section on resume development, and information on placement services throughout the nation.

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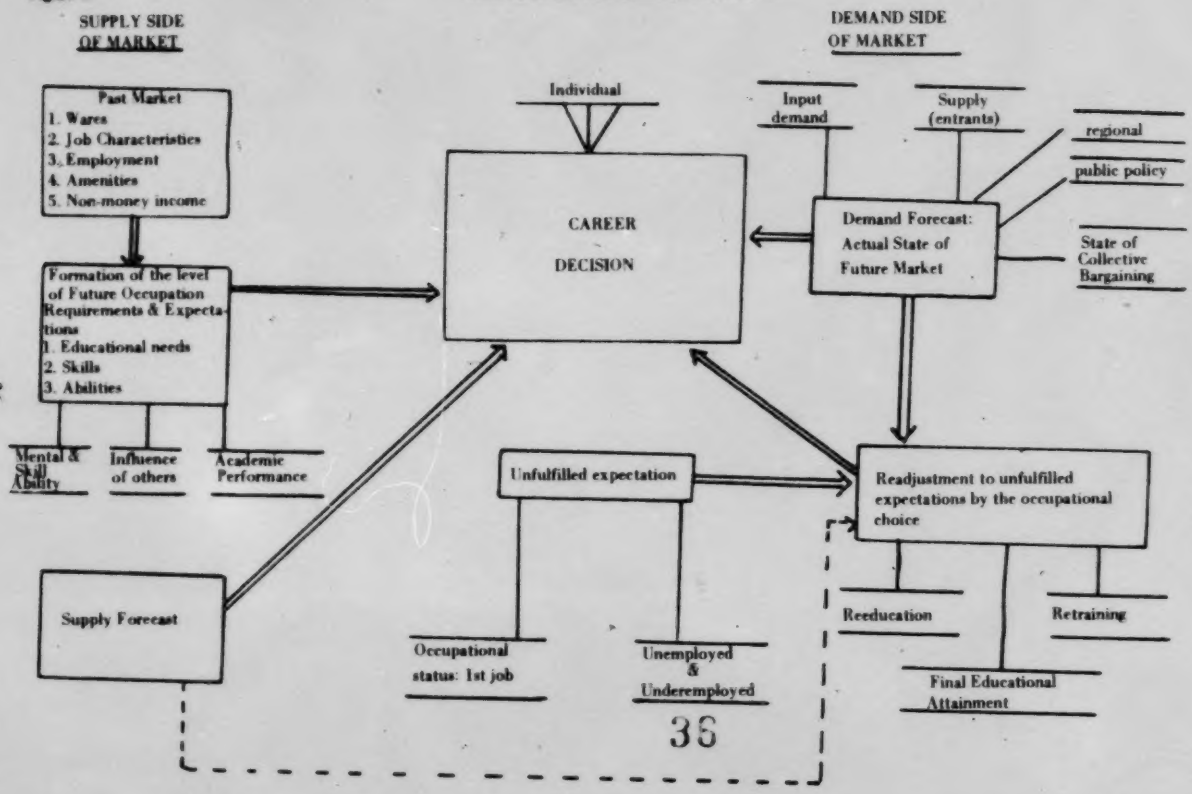
Figure 1.

THE PATTERN OF CAREER CHOICE



LIFE-SPAN CAREER EDUCATION: THE EDGEWOOD MULTIPURPOSE CENTER

Foster S. Buchtel and William A. Rogers
The University of Akron

The general promise of this conference is twofold: recognition that career education for the individual is or should be a continuous process; and, revelation of a number of working models supporting this recognition. The specific promise of this session is the review of a model, the Edgewood Multipurpose Center, that has the elements of interdisciplinary cooperation, university and community agency partnership, and a focus on the quality of self and life, with career preparation and fulfillment as essential ingredients. First; we will frame the context of the career education concepts behind the creation of this Center; second, we will describe the Institute for Life-Span Development and Gerontology–the catalyst for the Center's founding; third, we will describe the Center itself; and, fourth, we will invoke the wisdom of hindsight and suggest some things that might have been done differently. We will try to move quickly, so that we can all partake of the fifth–in this case, questions, answers and open discussion!

The University of Akron is a large, complex urban university founded over 100 years ago as a small, private liberal arts college. We were not consciously aware that our very history gave us the answer to the perceived dilemma of career versus liberal education. Instead, we studied the arguments intently looking for a reconciliation of these "opposites," all the while fearful of being incapable of meeting our urban responsibilities and maintaining our academic integrity at the same time. We were heartened by the AASCU statement describing career education as "a composite of activities, experiences, and results that prepare people for a successful transition from education to work, along with a rewarding personal life style." (1)

We were heartened, but were not certain of its intended meaning. Was career education an intermediary learning experience between education and work? Or was it part of both? As we became more aware of the approach to career education that had been evolving on our own campus, we realized that career education was not "apart from," but rather "a part of." We were able to see past the more accepted, bifurcated explanations that established, for example, general education as that which puts a person in touch with the outlines of knowledge available to a given historical period or culture (on the one hand), and career education as that which prepares a person for meaningful life work (on the other hand). (2) If we are to prepare the person for "meaningful life work" then we would have to provide a historical and cultural perspective. Therefore, we rediscovered, career and general education must be reciprocal. Perhaps, Kenneth Hoyt's recognition of the interplay among developing skills and attitudes necessary to cope with change, basic academic skills, and work skills and values (3) is the closest we will come to describing what has existed as true career education in the experiences of most universities and colleges committed to an urban mission.

Our urban experience emphasized another awareness, as well. That is, our clientele was historically beyond the 18- to 22-year-old; it reached from the advanced placement high school student on the one side and extended to the returning adult on the other. What had become the "new clientele" for many universities in the '70's, was the urban universities' old customers. The concepts of career education, however described, were as applicable to the older student as to the beginning or returning mid-career student.

As recent as this year, a Harris poll revealed that 29 percent of those over 65 and still working, and 37 percent of those between the ages of 55 and 64, would like to learn new skills in order to move into new careers. The learning desires were not limited to new career skills. A Harris poll across all ages demonstrated that 73 percent wanted to learn how to participate in community decisions, 63 percent favored human values over material values, and 84 percent welcomed challenges to their creative abilities.(4)

It is clear that we can no longer speak of career education apart from general education, or in terms of specific age groups. It is also clear that, because our vision is often impaired by traditional understandings and approaches, we must be willing to look at our task anew with imagination, sensitivity, energy and coordination of many educational elements.(5)

One outgrowth of this awareness was the establishment of The Institute for Life-Span Development and Gerontology at The University of Akron in February 1976. The Institute was designed to bring together disciplines and activities of the University in training, research and public service to provide programs to improve the quality of life for the young, the middle-aged and the elderly of the community. Goals of the Institute were to:

- develop, encourage and facilitate multidisciplinary programs in gerontology, including certificate programs affiliated with the associate through the doctorate degree levels;
- develop and enlarge a student practicum program with community agencies;
- explore with the Colleges of Nursing and Medicine the development of an M. A. program in geriatric nursing and a cooperative center on geriatric medicine and gerontology;
- increase the awareness of faculty, students and the community in adult development and aging;
- establish a two-way flow of life-span development information between the campus and the community through the involvement of faculty and staff in participatory and consultative activities; and

- conduct an ongoing evaluation of the Institute's programs.

The Institute's core staff includes a director (Dr. Henry Sterns, Associate Professor of Psychology), an assistant to the director, a secretary and student help. The core staff, in turn, coordinates the involvement of approximately 60 faculty and administrators in education, training and research related to child development, adult development and aging which involves 15 departments of the University. The Institute reports to the vice president and provost through the executive dean of continuing education and public service. A coordinating council and a committee structure provide advice and assistance to the Institute.

In addition to basic operating support provided by the University, the Institute receives support from nine direct grants provided by community, county, state and federal agencies and private foundations, related to specific programs operated through the Institute.

The Institute's programming rested naturally on the concept of career education as a life-long process, starting with the person and the environment, and developing knowledge of available career and vocational options within the context of individual capabilities and social changes. However, thus far the clientele for this concept had been limited to registered students—albeit of all ages—and, indirectly, cooperating community personnel. The full challenge of career education for an urban university was still not met; full partnership with the community not yet realized. We had not fully realized the admonition that "career education services and activities also require colleges and universities to assume unique roles in their location and the region they serve." (1) We had to face the question of commitment to career education raised by the National Institute of Education: "[Do] educators at all levels, as well as community members, really want a unifying concept or [do they] prefer to go along doing their own thing?"(6) Once again, following the inertia of urban involvement, we responded to the challenge before being fully conscious of its presence.

A natural development flowing from the Institute's interests and activities was the establishment of an interdisciplinary educational training/research/community service program in the Edgewood Multi-Purpose Center—a community center located in a public housing area within the inner city. This program, directed by Dr. Robert Deitchman, assistant professor of psychology, involves children, adolescents, and older adults and was developed cooperatively by community and university groups. Community groups involved included the Akron Metropolitan Housing Authority, Senior Citizens' Action Program, Public Health Services, YMCA, Area Agency on Aging, Mayor's Office, United Services for All, State Welfare Department, County Welfare Department and the Akron Public Schools. University involvement included five colleges and two administrative units: the College of Arts and Sciences (psychology and sociology), the College of Fine and Applied Arts (social work, home economics and family ecology, and speech and hearing), the College of Education (special education and counseling, elementary education, secondary education and educational foundations); the College of Nursing, the Community and Technical College,

Special Programs, and the Institute for Civic Education.

The Edgewood project provides training and practicum opportunities for our faculty. The participants, in turn, are involved in unique opportunities for self-development and awareness, and career preparation, as one of the ingredients of the quality of life. This is one of the distinctive features of the program. That is, rather than emphasizing career education, with quality of life as one of the by-products, the Edgewood Program emphasizes quality of self and life, with career preparation and fulfillment as one of the ingredients. Another distinctive feature is the dualistic nature of the career preparation inherent in the program. Practicum in career learning is provided to students as they work with the participants in developing their career awareness and options. These are pre-service and in-service students enrolled in associate, baccaulaureate and graduate degree programs. These are also students who are professionals and para-professionals returning for credit and non-credit work in order to hone their career-related skills.

Some specific, career-related activities of the Program include: (1) the day care providers training program; (2) a related child-care program; (3) a research-oriented fellowship on economics of aging to study the use of human capital in the retirement period (conducted by a retired professor of economics); (4) career training in adult development and aging; and (5) research on the relationship of need satisfaction–including employee "burn out" effect–as a function of job level and proximity to retirement. There are, of course, other career education activities and plans related to the Institute and the Center. However, the above listing should provide an idea of what we are about and where we are headed.

Many in-service students in the program are employed at a variety of human service agencies. Further, graduates of the program have had little difficulty in finding placement in educational and other human service organizations. It is too early to report on the vocational/career success of the participants, but the signs are good.

Although the program is successful, the infallible wisdom of hindsight points out a number of things we would have done differently to assure a stronger program, more integrated with the existing systems. It also has reassured us of some things we would do the same way, if we had it to do over again. In the interests of brevity, a few of these at random hindsights are:

- By creating an off-campus program to effect interdisciplinary activities, we were creating a first-order change effort. That is, we were creating conditions that could change the output, but would leave the basic process untouched. Generally, this provides short-term change, at best. Had we had the time, we would have been more deliberate and worked on the process before establishing the Center. For example, we could have identified the natural forces on and off campus that were already at work

in this direction, formalized and strengthened them, and used them to develop the Center. However, the timing was such that we had to move fast. Fortuitously, we unwittingly tapped these forces: the networks on the campus and within the community established by our Division of Continuing Education and Public Service; the University's creditability with key social and governmental agencies; the readiness of funding agencies to move into this area; and the recognition by the city of its need for such an activity. However, networks on and off campus had to be reinforced, patched and sometimes re-strung throughout the process.

- If we had been aware of the initial "we-they" attitudes on the campus and, to some extent, between some areas of the campus and some areas of the community, we may never have undertaken this activity. Here, again, we had other forces moving in our favor. A large scale, campus-wide team leadership development program was initiated at about the same time as our activities. This program, coupled with the openness and increasing credibility of a relatively new president, dulled the initial impact of any "we-they" hinderances. Moreover, the ground rules for all involved were candor and openness, creating an atmosphere of trust and free sharing of credit. The confidence that grows with success whittled the remainder of the "we-they" syndrome into what one principal referred to as a healthy and constructive check and balance system.

- Faculty creativity plus their new involvements and experiences in the Edgewood Center activities has provided an awareness of new careers in life-span development. This new awareness is carried into the classroom and to the student. This unexpected benefit of the program would get more planning attention if we were to repeat our experiences. Certainly it is not too late to plan even now for the involvement of more faculty.

In summary, the program is only beginning. However, even now we are seeing results, both planned and unexpected. We believe that the programs of The University of Akron Institute for Life-Span Development and Gerontology, as exemplified by its Edgewood Center Project, demonstrate that career education and general education can be one. In fact, to succeed, they must be one.

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(4) Reported in *Careers Tomorrow,* Vol. 3, No. 1, World Future Society, Washington, D.C., 1978.

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CAREER EDUCATION IN THE CONTEXT OF A HUMANITIES BASED DEGREE PROGRAM FOR WORKING ADULTS

Otto Feinstein
Wayne State University

The key issue raised in the presentation is whether or not higher education is serving the personal development, group and community development, citizenship and leadership development, career flexibility, and specific career and related skills of actual and potential students.

In analyzing these needs, adaptation of the total educational institution to new conditions seems essential. These conditions are: the personal, economic, political, and social need for access to the ever increasing fund of knowledge; the changing demographics and financing factors confronting higher education; and the existing organizational structure of the institutions.

The response to the needs of the actual and potential students and the ability of the institution to adapt to the new conditions will seriously affect the type of society in which we will be living for years to come. There can be no economic prosperity, no democratic participation, no social mobility, if a large sector of the population does not have career/work skills, or access to new information and continuous upgrading.

Wayne State University's University Studies and Weekend College represents an effort to deal with these issues through a bachelor's degree program for working adults which combines the traditional humanities-based liberal arts curriculum with the professional and career needs of working adults.

The initial success of this program--which registered 3,600 full-time working adult students two years after its inauguration and which reaches thousands of blue-collar workers--resulted from the recognition that the adult learner is basically different from the just-out-of-high-school-student.

If the adult learner were to have real access to higher education, four major adaptations were necessary:

1. the curriculum must be designed to address this difference;

2. the delivery system must deal with this difference;

3. the organizational structure must reflect and reenforce these realities;

4. humanities based education must be an essential part of career education and career education an essential element of general education.

The curriculum is a highly structured five-year program (though it can be completed in four years by attending summer sessions) with one year of social science, one year of humanities, one year of science and technology, one year of theory and method, and one year of advanced studies (a year is 36 quarter credit hours). The delivery system combines the use of television (the University Studies/Weekend College program is the largest user of this medium in the U.S.), conference courses on weekends, and four-hour small group seminars (at any time and place where 12 students will assemble), as well as skills development courses and tutorials. The organizational structure is based on the "module" (a group of faculty and staff servicing a particular group of students in any one of the five curricular years). The program is supported wholly by tuition revenue.

This system allows for the type of educational planning which the less structured system currently in practice at most universities can not accommodate. For example, the educational planners (the student, counselor, faculty member) know that during the four or five years, each student will read at least 120 books, will write at least 120 papers, and have a given number of field experiences. By developing a flow chart one can carry out an educational program with special and general skill/competency achievement at given time periods. Educational pay-offs (for the student and/or the sponsoring organization) can occur as the program develops rather than at the conclusion when the degree is awarded. This is a major asset for adults and for the sponsoring organization.

The highly structured nature of the program also makes it possible to identify students with special educational interests and to group them in such a manner that special educational inputs can be developed for them. This can be done within the given courses or by the development of electives in the final two years of study.

The adaptation of this model to seven groups of city workers and two groups of industrial production workers in the private sector illustrates the above. In the case of the city workers discussions between US/WC faculty and staff and city educational and departmental people were initiated around city needs in seven areas: forestry, neighborhoods, computers, sewerage, cultural, managerial, labor relations, as well as for court employees. The US/WC structure was laid out as a flow chart. The city competency-skill needs and related job descriptions were laid out. The planning group then integrated the two using the required courses and electives to the satisfaction of the city people. In the case of the industrial workers, one curriculum for those interested in labor studies was worked out in cooperation with the union. It consisted of existing required courses into which general and special competencies were injected, existing labor studies courses, and development of new courses for the specific groups. For those interested in general education, a second curriculum was developed using a similar process.

As far as the adults are concerned, career and general educational goals are mutually supportive, not contradictory. The general courses not only are the base of higher education and personal development, but they provide the general skills needed for career flexibility and adaptation to new technologies.

More detailed information on how to set up the program appears in *To Educate the People*, which can be obtained for $3 by writing to 1072 Mackenzie Hall, Wayne State University, Detroit, MI 48202.

STIMULATING A CAREER STRUCTURE IN THE UNIVERSITY

Jim Harmon
Southeastern Oklahoma State University

Most presentations during this AASCU conference were related closely to the development of "career education" models within four-year universities. This presentation will depart significantly. It is, instead, an incomplete story of how a small institution whose FTE equals approximately 3,500 has begun innovative programs linked to community needs. It is from this source that potential enrollments will result for the years ahead.

The methodology began with an examination of the Regents' objectives for Oklahoma institutions. Three functions were defined for these institutions: teaching, research, and more recently, public service at Southeastern Oklahoma State University, the latter, is provided by the Department of Public Service Programs, which utilizes the many resources of our institution to serve community needs in manners other than the offering of BS/BA degrees.

The Department of Public Service Programs offers the following services to the community:

- Coop Education – assisting students to obtain paid jobs within their major field and extend classroom learning;
- In-Service Training Programs for Business and Industry;
- Community Courses – 60 were offered this term, some are provided for academic credit; many are not;
- Senior Citizen Academic Classes – over 20 classes are offered this term;
- Back-to-School Offerings – such as a "Secretarial Skills" six-semester hour evening package for those wishing to obtain entrance level skills.

Many beneficial outcomes have occurred during the first year of operations. Our academic community is amazed to find that enrollment in community and senior citizens courses now exceeds 1/3 the FTE of the institution. Another benefit is the favorable change in faculty attitudes; they are more keenly attuned to community needs. We also have achieved a most favorable public relations image, strengthening bonds with area industry and civic leaders. And, ultimately, enrollments have been bolstered.

We do not mean to imply that these programs answer most needs of "career education". I believe, however, that our past year of operations has sufficiently impressed our academic faculty and community to encourage the germination of a university structure in career education. Few, if any, faculty on the campus currently believe that the future student growth lies within the 17- to 22-year age boundaries. This has been a most significant change of attitudes essential to structuring a career education foundation.

A SUCCESSFUL COLLEGE/BUSINESS RELATIONSHIP

Vincent J. Mara
President
Fitchburg State College

This successful program between a college and a major industry began over a dozen years ago. It may provide for other colleges, as it does for Fitchburg State, partial solutions to two vexing problems: the student enrollment decline and steady state fiscal support. More importantly, the program has positive academic implications which could benefit the clients in colleges represented in this workshop.

It is interesting to point out that nearly 200 people have obtained their bachelors degree through this process; and both company and College officials agree that almost all these people would not have obtained that degree were it not for the incentives provided by the company and the ready availability of a first-class college program.

The program has a full and rather traditional set of academic regulations regarding admission, grading, examinations, and attendance. The College Level Examination Program (CLEP) is used to assist the students in gaining additional credits in order to shorten the time that they have to be in the program. The faculty of the Fitchburg/Raytheon Institute, as it is called, is drawn from both the College and the company.

Unique to the program is the opportunity for employees to receive course credit in general education or elective areas of the curriculum for relevant work experience at the plant. The student may request an evaluation of the work performed in his/her job for the preceeding year if the student believes that the work relates to one of the specified technical courses in the academic program. A sophisticated format has been developed for evaluating the work which the student wishes accredited, including an analysis of the job description, supporting documents about the student's proficiency, appropriate examples of the student's work, and letters of recommendation. These are reviewed by a panel of faculty members drawn from both the College and the company. If the work is judged satisfactory, the student is given credit for the first level course provided the student is able to subsequently pass the second level of the course with a grade of C or better. This is an excellent opportunity for the student to prove the value of relating "bench" work to "class" work, and it has appropriate safeguards for advanced performance.

The basic academic program consists of 48 hours of general education in the areas of English, mathematics/science, social sciences; 60 hours of major work in the fields of computer science, electric engineering, engineering management, and industrial management; and eight courses from among the humanities, social science, and science. The total academic program is 132 semester hours and may include up to 12 semester hours credit for work experience.

Many courses are held at the College, especially those in the general education and elective areas. Courses also are held at a major educational facility in

Bedford, Massachusetts; and some courses are held in two other plants historically linked to this program, located in Andover and Lowell, Massachusetts. The College insures the academic quality of the program by having a member of the full-time faculty from the Industrial Technology Department supervise the courses through on-site visits, evaluation of faculty credentials, syllabi, test materials, and the like.

Of special interest is the funding arrangement for the Institute. The College receives a stipend from the student and a matching amount from the company. Both are put into a trust fund established for mediated instructural equipment and software for the College. The expenditures are recommended by members of the media staff and must be approved by the president of the College.

The monies derived from this arrangement represent the kinds of funds rarely available to public college presidents accustomed to dealing with line item budgets provided through the legislative process. Thus, most public college presidents are promoting private development funds to help in the necessary research required for the continuing shifts in the objectives of our colleges. The Fitchburg/Raytheon Institute is an excellent example of this kind of resource which simultaneously helps industry and colleges.

THE THREE R'S OF CAREER EDUCATION: RECRUITING, RETENTION, AND REDIRECTION

Nancy Moore
Western Piedmont Community College

In April, 1977, speaking to the delegates attending the American Association of Community and Junior Colleges annual meeting, Dr. Kenneth Hoyt, Director of Career Education in HEW, asserted that, "So far as I know, comprehensive, bonafide career education efforts are extremely rare in community college settings today." Hoyt, acknowledging that "bits and pieces" of career education programs exist in most colleges, commented that "it would be foolish and futile to construct and defend an idealistic model for career education in the community college at the present time."

Hoyt's observations, interacting with a commitment to John Dewey's philosophy of a community-based career approach to learning, some rather grim statistics on diminishing college enrollment, and a deep concern for students, led to the development of a model for career education at Western Piedmont Community College.

The model has no mystique; it is not utilitarian, intellectual or ideological. It is the attempt of one community college to address ongoing and emerging issues in higher education. A brief look at some of the perceived concerns will establish the parameters of the career development program.

The issue of student enrollment continues to be a concern. Based on Census Bureau and HEW data, it is estimated that by 1991, there will be a half-million fewer degree students entering college than in 1974, a drop in enrollment of 28 percent. A parallel issue is retention of students. A recent Carnegie Commission report indicates "six out of every ten students enrolling this fall will fail to get the ultimate degree to which they aspire – an overall drop-out rate from higher education of about 60 percent. . ." The "new" student may become an issue as midlife adults increasingly enter college seeking redirection in careers or an improved quality of life. A 1977 Southern Regional Education Board publication, recognizing the need for educational programs which would meet the needs for all students, stressed the importance for higher education to provide both "lateral and vertical" mobility in programs and services for students of all ages.

Searching for ways to meet the challenges of student recruitment, retention and redirection, the Student Services staff at Western Piedmont began the nucleus of the still evolving model of career development.

Any model, regardless of how well planned or executed, must be based on theory compatible with the philosophy and the structure of the organization which supports it. To become more than a scholarly work describing philosophy to other theorists or educators, a theory must be suitable for implementation through a workable model. The still evolving model of career education at Western Piedmont Community College is based on three premises.

One, education, both in the liberal arts and vocational area, is a process, not amassed knowledge or a collection of facts and techniques. It involves, in the

manner of Dewey, learning skills to prepare for a "work of life" rather than limitation of salable skills for a "life of work".

Two, career awareness education is a life-long process, beginning in childhood and continuing as long as there is desired involvement in both paid and unpaid work. It is a sequence occurring in a progressive manner whereby the individual becomes aware of who and where he/she is and of his/her potential or aptitude for broad fields of work.

Three, career education is a process addressing student development. Analogous with Maslow's approach to the ordering of needs toward self-actualization, through the process of career awareness the student will change, broaden, or alter perceptions of a life and work relationship and will be more capable of making meaningful decisions.

The practicality of developing a career education program involved the recognition that no additional funding or staffing would be available. The program had to support and be supported by the already existing student services functions and staff. Figure 1 shows the integration of "traditional" approaches in student services and the professional staff with the career development center and other activities. Professional counselors and selected, trained student counselors comprise the career center staff. Conveniently located in the College Center with Student Services where records, assessment instruments and other resources are available, the Advising and Career Development Center is open for guided assistance or for individual browsing.

A major component of the Advising and Career Development Center at WPCC is the effort to incorporate factors significant in creating a staying environment. In the academic area, this implies reasonable progress toward an educational or career goal, with clear program options and advising available when needed. In the affective areas, efforts would be made to assist each student in building high self-esteem by encouraging feelings of belonging, personal worth, and a positive self-identity as an individual with unique talents, interests, and needs. To achieve these objectives, academic advising became an integral part of the career development program.

The model incorporates features of traditional faculty advising with the more personalized assistance available from the counselors and peer-counselors in the Center. The Center provides a non-coercive atmosphere where undecided or special students can explore academic and career goals while working toward general education or developmental studies requirements. Often these are the students who do not meet entrance requirements for a desired major or program; some are students called to the Center for extra assistance because of academic probation; others are older adults seeking special reinforcement as they contemplate career or midlife changes.

As each student assigned to the Center for advising or assistance identifies an appropriate major, he/she is transferred to a regular faculty adviser. The combined approach to academic advising has been successful, especially for students who need assistance in making realistic academic and career choices. The extent of the problem is widespread. Nationwide, it has been determined that 22 to 32 percent of college applicants are undecided about an appropriate major or career

direction. A study of common delivery systems for advising indicates that the interactive models personalized by a counselor or advising center provide maximum retention of students. O'Banion, in addressing the old problem of effective advising, suggests a process compatible with the concepts of career development: exploration of life goals, exploration of career goals, selection of program, selection of courses, and scheduling of courses.

The traditional and career education activities also serve as reinforcing agents in student recruiting. Recognizing a need for additional information on careers, the student services staff developed a slide/sound program suitable for showing in junior high schools. It also serves as an excellent recruiting tool. Workshops and seminars pertaining to career explorations or life/work planning provide excellent audiences for college promotion.

Group activities include workshops in career explorations and personal growth groups. Interestingly, over 90 percent of the persons enrolled in the first three workshops in career explorations held in the Center were women. As funding permits, additional group activities will be developed, including a broad program of developing career options for women.

Students seeking a more formal academic approach and graduation credits may enroll in a course in career development taught by a counselor. In the course, a historical survey of work and labor market trends is combined with factors of internal control and education as they relate to the world of work. In both the group setting and the classroom, a personal approach through a variety of activities emphasizes value clarification, decision making and goal setting.

Figure 2 shows the flow of students through the Center into the appropriate activities. Students with no career goals or those with academic problems, are invited to participate in the group activities, enroll in the career course, or undertake a program of self-assessment. With assistance from the counselors, the student may evaluate career goals and establish a plan of action. He/she may choose to participate in the Life Career Development System or the Bolles-Crystal factoring, clustering and ranking of skills. The Strong – Campbell Interest Inventory, or the Holland Self-Directed Search or the Career Assessment Inventory may be helpful in the decision-making process. The Center is field testing a promising new evaluation instrument, the Career Decision Making instrument (ACDM). Still in the developmental stages, the ACDM, used with the permission of Dr. Vincent A. Harris of Southern Illinois University, will aid in determining the stages of career awareness and help to prescribe career strategies.

Obviously, equipping a Center with appropriate evaluation instruments, reference materials, and a variety of strategies or systems is expensive. Western Piedmont, through small grants from Kellogg and Exxon Foundations, has been able to establish a career library. Materials and resources relating to occupational fields are coded according to John Holland's theme scores of occupational categories. Training materials for peer counselors and other self-study materials are available for student and faculty use. A counselor is developing individualized study modules in career development for use in meeting needs of those students who cannot come to the Center for the more organized programs.

The Advising and Career model at Western Piedmont Community College is an attempt to provide understanding of career options for the present and the future student. It is flexible enough to grow with the institution and to adapt to the changing demands of society. It is a model in evolution.

Figure 1. Student Services Organization and Integration with Career Development

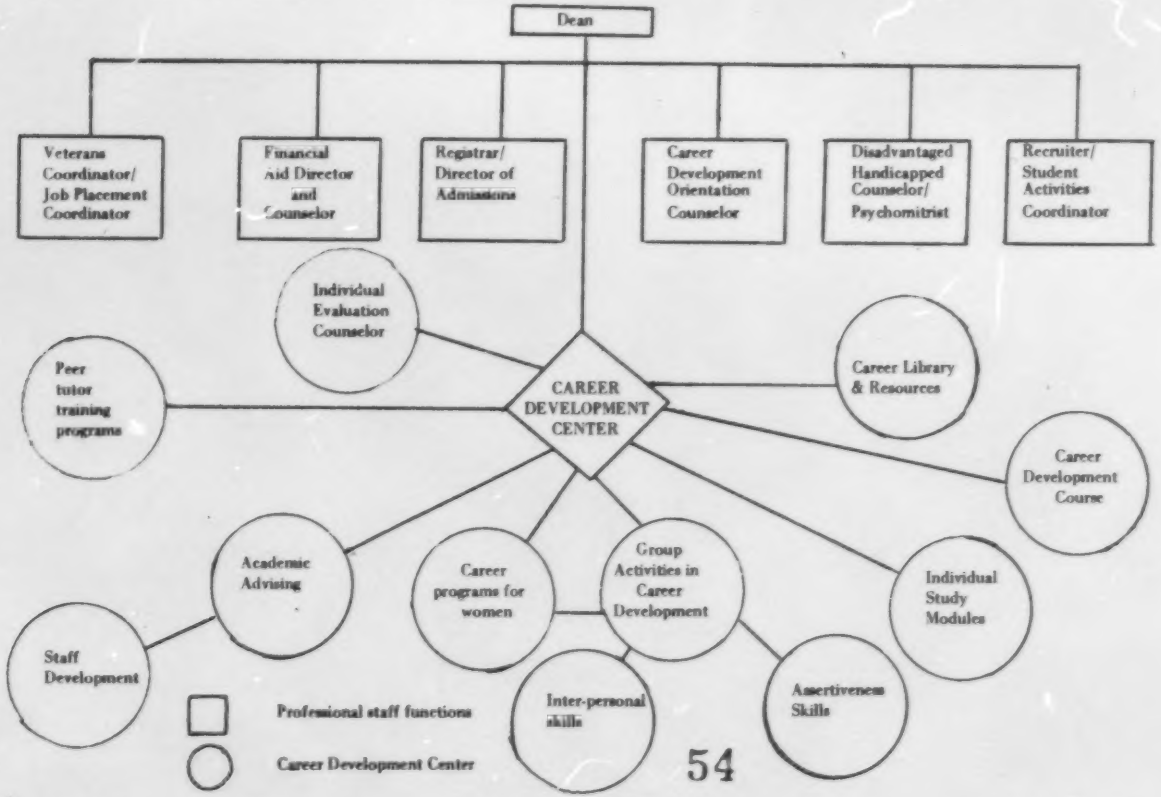
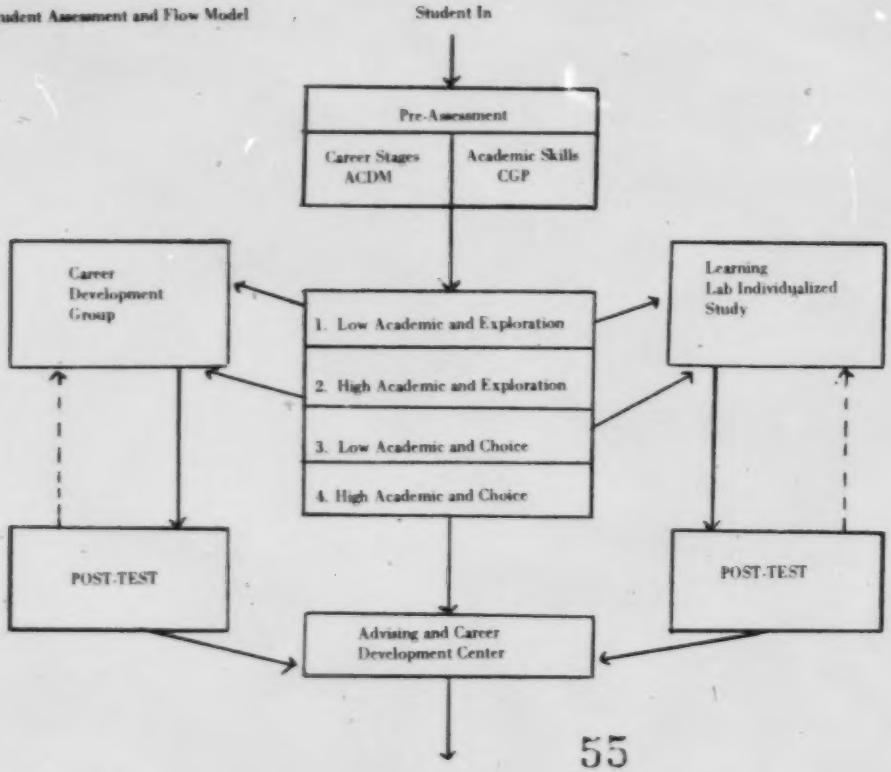


Figure 2. Student Assessment and Flow Model



THE MISSOURI NONTRADITIONAL DEGREE IN AGRICULTURE

John L. Mowrer
University of Missouri–Columbia

Among the many factors pressuring institutions of higher education today, two stand out as almost universally accepted. First the increasingly rapid rate of change and the resulting decline in the useful life of much of the knowledge/skill acquired through formal education. Second, the pressure brought about by the declining number of "college age", 18- to 22-year-olds with the resulting decline in numbers attending college and in dollars accruing to colleges from their attendance.

We have come to accept built-in obsolescence in much of what we buy and have resigned ourselves to new and "better" models each year. In education, however, we seem to have resisted change and have shown very little interest in new models. The two factors of "rapidity of change" and declining numbers of "college age" students are forcing educators and educational institutions to take another look at the new and innovative.

The Nontraditional Study Program, funded jointly by the Kellogg Foundation and the College of Agriculture, University of Missouri–Columbia, is one of those new and innovative programs. Although the program evolved from a faculty committee recommendation that the College of Agriculture seek new ways of meeting the educational needs of adult, full-time farmers and agribusinessmen and women, the program was viewed with suspicion by many faculty. After four years, with approximately 100 students in the program, the majority of the faculty seems to have accepted both the need and the method. There are still pockets of resistance, however, and some faculty continue to believe that "learning" can occur only in the traditional classroom setting. A grade point average of 3.14 on all course work completed by nontraditional students, a research project comparing prior non-classroom learning with classroom learning, and four recent graduates have helped faculty accept the program.

The Nontraditional Study Program (NSP) is a degree program leading to the B.S. Degree in agriculture. Academic requirements for the degree have not been changed but such constraints as the requirement that the last 30 hours must be in residence, the limit on the number of correspondence study credits accepted, and prerequisites, have been eliminated or liberalized. Students may be awarded credit for life learning if it is relevant to the degree and is documented to the satisfaction of appropriate faculty. Two points of extreme importance are: one, credit is awarded for learning, not experience; and, two, qualified faculty who teach in the subject area being evaluated determine whether credit is awarded and the amount of credit awarded.

Students in NSP may earn credit through transfer of previous college work; coursework on campus of accredited colleges/universities; extension courses for credit; correspondence study; special problems, readings, projects, etc.; and by evaluation of life learning. Evaluation of life learning may be by CLEP or other

standardized examinations, departmental examinations, interviews and oral examinations by faculty, and by portfolio of prior learning.

About one-half of the approximately 100 students enrolled are full-time farmers. Others are employed by government agencies such as the Soil Conservation Service and Production Credit Association; by rural banks; by feed, seed and fertilizer dealers; or are farm housewives and part-time farmers. The average student is 38 years old, and came into NSP with 73 college credit hours. A few students were accepted with no previous college work and several students were accepted who had degrees in non-agricultural fields. Age, sex, number of previous college hours, GPA at admission, and occupation seem to have no effect on the quality of work done in NSP. In fact, "motivation", the desire for new knowledge, and the need to complete something begun earlier seem to be the important ingredients in success.

NSP serves as a frame work allowing students to bring together a variety of educational experiences in a degree package, while continuing their day-to-day family and work responsibilities. As structured, NSP serves both as an undergraduate degree completion program and a vehicle for continuing career education.

SUNY FACULTY RETRAINING PROGRAM

Charles Neff
State University of New York

At a time when the economy is depressed and when faculty mobility from one institution to another is dramatically reduced, universities must devise strategies not only to maintain current programs at a respectable level of quality, but to allow for change. Many universities, with greatly reduced budgets and high tenure ratios in traditional departments and programs, are finding it increasingly difficult to maintain excellence while accommodating new and high demand initiatives. A humane and effective way is to provide opportunities for tenured faculty in areas of low and declining enrollments to retrain in related disciplines and sub-disciplines of growing or high enrollment.

Toward this end, within the State University of New York (SUNY), the SUNY Project on Faculty Retraining was established on July 1, 1976, on a pilot basis with monies provided by the Fund for the Improvement of Postsecondary Education (FIPSE) of the Department of Health, Education and Welfare. The first year (1976-77) was devoted to establishing the program and selecting candidates who would retrain during part of all of the 1977-78 academic year. Participating schools were initially limited to 12 SUNY campuses in the northeastern part of New York State: seven community colleges, one agricultural and technical college, three state university colleges, and one university center.

In March 1977 a first group of five men and three women were selected for 1977-78 retraining from a total of 11 applications approved at the campus level. The selection was done by an advisory committee consisting of administrative representatives from each of the campuses in the pilot area, plus the project director and the project coordinator. The candidates were awarded grants encompassing the categories of relocation, course development, trainee travel, and books and materials. The grants varied in size from $1550.00 to $4104.40. The mean average was $2688.30. (Total funding for retrainees is approximately $40,000.00 a year, with a maximum of $5400.00 for any one candidate.) In addition, home campuses provided assistance of up to one semester at full salary or two semesters at half salary. When candidates did their retraining within the SUNY system, tuition waivers were also made available.

The candidates were from the disciplines of education, English, history, German, physical education and sociology and were planning to do work in the fields of anthropology, business administration, economics, journalism, reading-education, recreation, sociology, speech and dramatic arts, and student personnel. The ultimate goal of two of the candidates was to move totally out of their current disciplines; three intended to shift partially into new disciplines while continuing to have some responsibilities in their present departments; and three intended to assume new responsibilities within their present department. Four were scheduled to retrain at SUNY units in the pilot area, one at another SUNY unit, two at private universities in New York State, and two at universities in Michigan and Massachusetts. Retraining periods varied in length from

three months to fifteen months, with a mean average of slightly less than two semesters.

On the basis of experience in the pilot area, a decision was made in May 1977 to expand the retraining area to include all interested campuses within the SUNY system, giving them the opportunity to submit applications. Letters were sent to all SUNY campuses not previously involved extending them an opportunity to participate. As of January 1, 1978, 15 additional campuses indicated an interest in taking part, raising the total to 27 campuses. These consist of 14 community colleges, two agricultural and technical colleges, one extension college (Empire State), seven four-year colleges, and three university centers.

In August 1977, campuses were invited to submit applications for further candidates to retrain during the spring and summer of 1978. Twelve applications were received and reviewed by a new advisory committee consisting of the project director, project coordinator, and ten administrators representing a cross section of the kinds of campuses involved and geographic distribution. Five applicants received funding. Grants varied in size from $575.00 to $5227.32, with a mean average of $2034.06. The candidates were from the disciplines of speech, communication, foreign languages, history and economics. In each case their intention was to pursue new areas within these disciplines. Locations for retraining included another SUNY unit, a language institute in New York City, a university in Michigan, and two institutions outside the U.S. having ties with the SUNY system—Instituto Fenix in Morelos, Mexico, and the Institute Catholique in Paris. Scheduled retraining periods were of a generally shorter duration than previously to fit within the remainder of the 1977-78 fiscal year. Thus the retraining programs for these candidates varied from three weeks to eight months, with a mean average of approximately a semester. In total, 13 grants were awarded for 1977-78.

Currently retraining applications for 1978-79 are being received for consideration by the Advisory Committee. Between 25 and 30 applications will be reviewed. In addition, FIPSE has given approval to the concept of mini-grants, using existing funding. The purpose of such grants is threefold. To permit one or more tenured faculty to receive retraining over a short period either on their home campus or on another campus (preferably within the SUNY system) in areas of growing concern or increasing student demand. Preference would be given to faculty in low demand fields. To allow colleges to use such concepts as intensive workshops to retrain faculty on their own campuses without the added expense of relocation, extensive transportation demands, and the need for reduced teaching loads or sabbatical leave. To provide an alternative to the more extensive retraining normally required of faculty.

To insure utilization of retraining, a basic requirement for approval of any application is acceptance of the retraining proposal by the department(s) involved and the college administration. Followup evaluations are done as well. Home campuses are expected to provide an annual written report summarizing the correlation between initial campus expectations for the retraining program and its actual impact. Further, departments involved are required to submit an evaluative report on the success of each trainee's study program six months after

the assumption of new responsibilities. Also, the trainees are required to prepare a report within the same time period.

Experience thus far suggests that retraining provides a desirable and workable approach to meeting new program needs and demands within SUNY under circumstances of reduced resources and high tenure ratios. Federal funding, which began in mid-1976, is expected to continue through fiscal 1978-79 with an opportunity to renew for a fourth year. The long-range goal is for the program to become funded by the state on an on-going basis.

STATEWIDE COORDINATION OF POSTSECONDARY OCCUPATIONAL EDUCATION

Lloyd P. Nelson
Ball State University

Introduction

One important stage of lifelong career education is preparation for, or upgrading in, paid employment. It is important, therefore, to offer many and diverse occupational education programs in postsecondary institutions, while avoiding needless and costly duplication of effort. The method of coordinating these programs in Indiana is shared as a basis for discussion, not necessarily as an ideal model.

Six public postsecondary institutions are engaged in the delivery of occupational education programs: Ball State University, Indiana University, Indiana State University, Indiana Vocational Technical College (Ivy Tech), Purdue University, and Vincennes University. Both Indiana University and Purdue have several regional campuses in addition to their home campuses. Indiana State has one regional campus, while Ivy Tech, established in 1963, has extended its programs in 13 regions covering the entire state. Vincennes is the only state supported community junior college.

Although reference is made only to offerings of these six institutions, the whole task of coordinating occupational education is further complicated by the 34 independent colleges that offer increasing numbers of two-year career oriented programs. In addition there are 66 proprietary schools and more than 25 area career centers providing short-term programs with vocational intent.

State Regulatory Agencies

The Indiana Commission for Higher Education and the State Board of Vocational Technical Education are the two state agencies which have jurisdiction over postsecondary occupational education programs. Both regulatory bodies must approve proposed new programs, and have established a sequence for evaluation of all existing programs.

The 11-member State Board of Vocational Technical Education has representatives from education, labor, business and agriculture. It was reorganized in 1975 to include increased representation from higher education. The Commissioner of Higher Education and the State Superintendent of Public Instruction alternate as chairmen. One additional representative from the Commission is ex officio on the State Board of Vocational Technical Education. Two other members, who are identified with postsecondary institutions offering occupational programs, round out the postsecondary representation to the Board.

The Indiana Commission for Higher Education was created in 1971. It conducted extensive investigations of all post-high school education in the State, and presented its recommendations in a two-volume report. The instructional

programs at the postsecondary level were grouped by the Commission into three broad categories: occupational, general arts and sciences, and professional. The Commission report states:

> The occupational program category includes those programs designed to prepare students for immediate employment in a technology or a field of technologies. The technological fields include: data processing; health services and paramedical; mechanical and engineering; natural sciences; business and commerce; and public service related. Three levels of achievement in occupational programs are generally recognized: 1) at the proficiency and certificate levels craftsmen or artisans, skilled operators and clerical workers are trained; and 2) at the associate level technicians, semi-professionals and para-professionals are trained. In addition, there are a limited number of occupational programs at the bachelor's level of achievement. In these cases, master technicians and para-professionals are trained.

A new program proposed by any of the public postsecondary institutions is submitted to the staffs of both the State Board and the Commission for Higher Education. The proposed program must ultimately gain the approval of both these regulatory agencies.

Voluntary Coordination

Coordinating and facilitating postsecondary occupational education require continuing voluntary leadership in addition to that provided by the two regulatory agencies. In 1972, after release of the Indiana Plan for Postsecondary Education, presidents of the six postsecondary schools met to consider problems related to postsecondary education. The outcome was the appointment of the Committee on Occupational Education Programs (COEP), consisting of two representatives from each of their institutions.

COEP holds regular meetings and directs attention to two categories of activity. First, it reviews each of the new occupational education programs for the proficiency, certificate, and associate degree levels which are to be added to the current programs of the six cooperating institutions. Programs are examined from the standpoint of identifiable need, possible encroachment upon another institution in specific regions of the state, and long-range feasibility of the proposed programs. Second, the Committee attempts to categorize and provide uniformity for the various occupational education programs in the state within the framework of the technological fields previously mentioned; task forces are active for the purpose of accomplishing this task.

Although COEP is a voluntary group, there is agreement that each new program will gain its approval prior to submission to the Commission and Board. The spirit of challenge and resultant cooperation of this voluntary procedure tends to transcend other coordination techniques.

COMPREHENSIVE CAREER EDUCATION PROGRAM DELIVERY: A PRACTITIONER'S VIEWPOINT

Orville Nelson
University of Wisconsin-Stout

The need for improved career education programs is evident at all levels of education – elementary through university. At the college level, a lack of clear career goals and of understanding the activities needed to reach these goals frequently produces critical barriers for students. Often the students with the requisite abilities and preparation will perform poorly or drop out of college because their career goals have not been clearly or appropriately identified.

High schools, community colleges, and vocational schools are facing the same problem. Their concern with this problem has led to the development of a variety of career education projects throughout the United States.

Colleges and universities also have a vital concern with career education. Improved career education programs are needed at this level. In addition, colleges and universities can provide important assistance with the research and evaluation conducted in the career education projects undertaken by elementary and secondary schools, community colleges, and vocational-technical institutes. Moreover, they can provide a variety of services to these programs and projects.

At UW-Stout, research is being conducted on the most effective techniques for infusing career education experiences into programs. As part of a federally funded project, teacher educators are experimenting with various ways to include career education in their teaching methods courses. During the past three years, UW-Stout has been developing a comprehensive follow-up system to assess the success of its graduates and determine their career ladders and lattices.

UW-Stout staff has been involved actively with several third party evaluation and career education research projects. At the present time, a study is being conducted to develop a process for improving the transition between adult basic education and vocational programs. This project is being conducted with a vocational-technical institute in Wisconsin. Other staff members are working on evaluation designs which will identify the impacts of various career education activities and programs at the elementary, secondary and postsecondary levels. This year the staff at the Center for Vocational, Technical and Adult Education is conducting two third party evaluations for career education projects.

As a result of the career education third party evaluation projects, a set of career education evaluation instruments and data processing programs has been developed. Samples of these instruments and the computer output are available on request.

Through involvement with third party evaluations, UW-Stout staff has come into direct contact with career education and curriculum decision-making tasks. Also, these projects have provided an opportunity to view the impacts of various approaches to educational change. As a result, further investigation is underway on curriculum decision-making and the use of data in educational decision-making. Various formats and approaches for presenting information to

school decision-makers are being used and evaluated in these projects.

Career education has been one of the major thrusts at the elementary and secondary levels during the past five to ten years. As a result, there has been an increasing demand for university instructors to provide in-service sessions. Also, a number of additional needs have arisen to which the university can respond. UW-Stout staff assisted the Wisconsin State Plan for Career Education Project staff in designing the sampling plan, data collection instruments, and the data processing program used. Another important area in which university and college staff can be helpful is in providing technical assistance. The design and conduct of career education projects often can benefit from the expertise of university staff members. Goal setting and planning are typically critical tasks in the effective management of a project. Usually a university staff includes experts in these areas. Curriculum planning and instructional material development also are areas in which technical assistance is helpful.

The staff at UW-Stout has provided technical assistance to elementary and secondary schools and post-secondary vocational-technical institutes in developing career education proposals and designing the internal evaluations for these projects. University staff members with experience and expertise in the areas of career education, curriculum development and evaluation can quickly provide ideas and approaches which are useful. Often, career education projects will need data processing for the information they collect. This service needs to be coupled with assistance in interpreting the computer printouts.

These career education research and service activities provide important assistance to all the persons and agencies involved. University and college staff members can provide expertise and direction which are of value to agencies conducting career education projects and programs. As a result of this involvement, university staff becomes more aware of the needs of the agencies for which they are preparing their graduates. In addition, they gain greater competency in applying their disciplines to practical problems in education and related fields. The end result, is that courses, research, and staff activities become more relevent and responsive to the problems and opportunities of our time.

SERVICEMEN'S OPPORTUNITY COLLEGE–A PROFILE

James Nickerson
Servicemen's Opportunity Colleges

The Servicemen's Opportunity Colleges (SOC), a cooperative network of colleges and universities, is an important response by civilian educational institutions to the voluntary education needs of the military. SOC works in a variety of ways to remove obstacles that members of the armed forces and veterans encounter when they try to obtain an education.

Education, historically a vital part of our national defense program, plays an essential role in the modern armed forces as military management and individual duties have become increasingly complex. Sound military educational opportunities not only ensure quality troop performance, but are a primary recruiting attraction and a means to both in-service and post-discharge career advancement as well.

SOC was established in 1972 by civilian and military education leaders to encourage voluntary education for service men and women by better coordinating administrative requirements and improving access to, and availability of, academic programs. The SOC response aids the higher education community in appreciating the particular needs and problems of military personnel and, in turn, helps the armed forces to understand the resources, limits, and requirements of higher education.

The SOC Criteria
Guides to Effective Programs for Military Students

Means for implementing the SOC concept are outlined in the following membership criteria.

I. Entrance Requirements – Admission

To facilitate enrollment of qualified candidates, a SOC institution adopts admissions procedures that recognize alternative means to establish levels of ability and prior achievement. Such means include GED high school equivalency certificates, successful college-level or equivalent postsecondary study elsewhere, or other unusual experience or individual evidence of promise. Service personnel are often older and several years removed from high school but may have had specialized training and valuable experience within the Service which should qualify them for college entrance. Waiver of requirements expected of recent high school graduates is possible for military students and veterans whenever appropriate.

II. Recognition of Learning from the Military Experience

The military services provide many opportunities for learning of excellent quality, including technical and other specialized training. Recognition by a SOC

institution of this learning and its application to, or waiver of, degree program requirements is essential to the planning of programs for the military student and minimizes repetition and duplication.

A SOC institution recognizes and establishes means to evaluate learning a student has gained from specialized training and experience in the Armed Services, to the extent it is applicable to the student's program. A SOC member utilizes the ACE *Guide to the Evaluation of Educational Experience in the Armed Services* in determining applicable credit recommendations.

III. Nontraditional Learning

A SOC institution recognizes that formal classwork may be unavailable to service persons at some locations and is prepared to recognize extra-institutional or directed study modes. The institution is prepared, when justified by circumstances, to offer, sponsor, or accept in transfer from other accredited institutions modes of directed study such as correspondence courses or TV, video tape, or other media-assisted courses.

IV. Recognition of Study in Transfer

Patterns of military assignment and the general mobility of military personnel make it unlikely that a student on active duty can complete his entire program at one institution. Consequently, policies or practices which make credit earned at other institutions less than fully transferable unduly penalize the service person or veteran who began college work while in service.

A SOC institution recognizes this and adopts transfer policies that minimize loss of credit and eliminate duplication of coursework.

V. Study in Residence

A SOC institution allows residency requirements for the military student to be satisfied at any time during the program of study, subject, or course, to specific course sequence requirements. Or, it waives residency requirements for active service personnel or makes appropriate adjustments upon petition when there are other assurances of student achievement and program balance.

Similarly, a SOC institution removes the distinction between on- and off-campus study and recognizes as study in residency any work offered or sponsored by the institution, including instruction offered on a military base.

VI. Academic Programs and Support Services

A SOC institution provides curriculum options which are sufficiently broad or flexible to be achievable under military service conditions. Among the options may be a general studies program with considerable latitude in planning and a flexible curriculum adaptable to a wide range of student interest or career military specialties, or an external degree program.

Counseling services, testing and evaluation, and consistent monitoring of a student's program become increasingly important in light of the atypical patterns of pre-college education and training of service personnel, the need to have each student's military experience and other extra-institutional and nontraditional forms of learning evaluated for credit, and the need for development of individual plans of study.

VII. Administration and Supervision

A SOC institution designates a policy-level administrator responsible for oversight of the institution's SOC activities. This person serves as institutional spokesman on policy and practice on behalf of military students, clarifies for faculty and staff the meaning and responsibilities of the SOC commitments, and monitors institutional compliance with SOC requirements. Additional administrative procedures and supervisory roles, particularly for off-campus sites, may be added to assure programs of quality.

VIII. Educational Services for Veterans

Many of the SOC criteria are applicable to the returning veteran—flexible admission procedures, transfer of credits, recognition and assessment for credit of military experience and other nontraditional study and experience, and perhaps some adjustment in resident study requirements. Veterans studying under the G. I. Bill need help with problems arising from compliance with regulations and understanding the practices involved.

A SOC institution recognizes special problems of veterans and makes special effort to encourage veterans to complete or continue an education started while in service or interrupted by military service assignment.

MOREHEAD STATE UNIVERSITY AND THE ROCKWELL PROJECT

Morris L. Norfleet
President
Morehead State University

This is the simple story of how a regional university and a progressive industrial corporation combined their resources to benefit each other and the citizens of Kentucky.

Rockwell International Corporation has a truck axle plant in Winchester, Kentucky, 45 miles west of the campus of Morehead State University. The manufacture of truck axles is a highly technical undertaking involving widespread and concentrated supervision, particularly in the operation of complicated machinery. The plant has a good record of developing middle-level supervisors and is tapped frequently to supply managerial personnel for other plants in Rockwell's automotive operations. The demands of this "feeder system" prompted the Winchester plant management to seek a supplement to its internal, on-the-job training system for supervisors.

The Rockwell management turned to Morehead State University for assistance. The institution was known to them primarily because of a master of business administration degree program which had been offered at the plant for three years and the University had demonstrated its capacity and its willingness to deliver higher education to the Rockwell plant.

Discussions were initiated with the aim of matching needs of the plant with the University's capability in industrial supervision instruction and related academic areas.

The result was an associate degree in industrial supervision and management offered entirely within the plant to the salaried employees. Courses were offered for the first time in the fall semester of 1977. Rockwell provided newly-remodeled and functional classrooms and agreed to finance the tuition and instructional supplies. Morehead State University agreed to send its faculty members to the Winchester plant and to tailor the two-year degree, as much as possible in view of basic requirements, to meet the specific needs of the Rockwell personnel.

In an effort to accommodate the work schedules and make the classes as convenient as possible in the industrial environment, classes were taught in the early afternoon and evening, just before and after shift changes at the plant which employs more than 1,500 persons. More than 50 individuals enrolled in the program in the fall semester and results of the college-level instruction were not long in coming.

Personnel Director William Adair maintained close contact with Dr. John Duncan, vice president for academic affairs, and other University officials. Mr. Adair began to report examples of personal growth and job improvement in the supervisors and potential supervisors who were using their newly-developed skills in public speaking, technical English, mechanical drawing, and other subject

areas. Moreover, University faculty members found a new and challenging teaching situation where older students wanted and needed to relate classroom material to the workplace.

Rockwell and the University agreed to withhold comment on the project until each was assured of the viability of the inplant instruction. The fall semester was analyzed and both parties viewed the results as highly positive; it was agreed that the University would publicize the details of the new degree program.

The University literally was swamped with inquiries from other industrial plants in the region, and planning has been initiated for similar ventures. The Rockwell plant, in neighborly response to a request, opened its classes to salaried personnel from a nearby Sylvania plant and some Sylvania workers, as well, are pursuing the associate degree in industrial supervision and management.

The University is proud of the Rockwell project for several reasons. It enables us to combine our teaching and public service roles for the benefit of our region's economy by helping an industrial plant remain productive and competitive. It demonstrates the University's commitment to the true concept of a regional university. We are taking higher education directly to a new clientele and doing so in an effective and cost-efficient manner.

We have, in effect, opened a "lunch bucket" branch campus inside an industrial plant and expect to repeat the process many times in the future.

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CAREER LADDER PROGRAMS AT EASTERN KENTUCKY UNIVERSITY

John D. Rowlett
Eastern Kentucky University

Eastern Kentucky University is a regional state university offering a wide range of undergraduate programs and a more limited range of graduate programs. The university continues to grow in enrollment (13,569, Fall Semester, 1977), particularly in the technical, applied and business fields.

In the mid-1960's the university began to develop career ladder associate degree programs, initially from a well established base of baccalaureate programs in industrial arts and business, and later to include associate degree programs in all of the colleges of the university: Arts and Sciences, Applied Arts and Technology, Allied Health and Nursing, Education, Business, and Law Enforcement. There are currently more than 1800 students enrolled in the 50 associate degree programs.

While there are a few exceptions, the associate degree programs:

- are designed to accommodate both pre-service and in-service students as well as the more mature students who are changing career objectives;
- permit students who have completed associate degree requirements to pursue without loss of credits baccalaureate level programs in the same fields; and,
- utilize the same faculties, facilities, and courses that support baccalaureate programs.

The associate degree programs, by college, include:

College of Arts and Sciences: 1) chemical technology, 2) geological engineering technology, 3) legal assistance, 4) science for engineering and 5) medical laboratory technician.

College of Applied Arts and Technology: 1) agricultural mechanization, 2) beef herd management, 3) dairy herd management, 4) floriculture and floristry, 5) ornamental horticulture, 6) turfgrass management, 7) child care, 8) homemaking supervision, 9) interior decoration, 10) nutrition care, 11) broadcast engineering technology, 12) computer electronics technology, 13) drafting and design technology, 14) electrical power technology, 15) industrial electronics technology, 16) printing technology, 17) vocational-industrial and technical teacher education, 18) wood technology, and 19) instrumentation electronics technology.

College of Allied Health and Nursing: 1) emergency medical care, 2) medical assisting technology, 3) medical record technology, 4) nursing, and 5) pediatric assisting.

College of Business: 1) accounting, 2) administrative office services, 3) electronic data processing, 4) executive secretary, 5) financial institutions, 6) health care administration, 7) legal secretary, 8) management, 9) medical secretary, 10) real estate, and 11) retailing.

College of Education: 1) commercial recreation supervision, 2) park maintenance, 3) recreation supervision, and 4) therapeutic recreation leadership.

College of Law Enforcement: 1) business and industrial security, 2) correctional services, 3) criminalistics, 4) fire prevention and control, 5) juvenile services, and 6) police administration.

While the programs are administered by the respective colleges, the dean for Community College Programs serves an important coordinating role. In 1976-77, the university awarded 432 associate degrees. It is apparent that many students find the career ladder option attractive and compatible with their educational goals.

PEER COUNSELING AND EMPLOYMENT SKILLS TRAINING

Michael J. Simeone
Research for Better Schools, Inc.

Employment skills, in the broadest sense, consist of a whole constellation of abilities and attitudes that enable a job seeker to find and approach the potential employer with confidence and enthusiasm. One of the main failings of existing career counseling programs centers on their inability to foster these qualities in their constituents. It is not sufficient to inform an unemployed or underemployed adult where to look for work and how to fill out an application if that person carries a painfully weak self-image. The challenge to which this project addresses itself is the training of counselors in techniques that will enable them to help their clients undertake the job search with a strong self-concept and a sense of control and confidence.

The term "peer counseling", as it is used in the program, has two meanings. The first is taken from Project Youth, developed by the Youth Research Center in Minneapolis, Minnesota, and refers to Positive Educational Experiences in Relationships (PEER). The second, and more generally understood meaning, involves a counseling session in which peers counsel each other in a group setting. The model used in this program is a combination of both concepts—an organized sequence of positive educational experiences that enable peers to counsel each other regarding careers and employment skills in a group setting. The activities are delivered by experienced co-trainers but the intent of the program is to train people with limited experience in group leadership to become effective peer counseling leaders.

The central assumption underlying the program is that there is a definite and powerful relationship between a person's self-concept and his/her ability to engage in effective career planning. The program seeks to increase the participant's self-knowledge, to increase his/her ability to address daily problems, and to impart career planning skills that can be applied immediately and in the future.

Project participants take part in a 16-week, two-phase training program. The first phase consists of an eight-week workshop focusing on peer counseling and employment skills training. The second phase provides on-the-job training for eight weeks while participants are involved in their actual counseling activities.

There are two major clusters of activities in the training phase of the program. The first, peer counseling activities, contains a structured sequence of exercises that focus upon group building goals, opportunities for non-threatening self-disclosure by group members, and the development of specific communication skills. The general purpose of these activities is to create a high level of trust and support among group members that will form the basis for the career development activities that follow.

The second cluster of activities, employment skills training, includes exercises aimed at assessing a participant's needs and abilities as they are related to career planning. There are also a number of activities that develop skills in identifying career areas and in actually planning strategies for the job search.

In its design, the counseling model makes prominent use of the process of values clarification and applies communications concepts patterned after work done by Dr. Thomas Gordon in parent/teacher effectiveness training. It utilizes the strengths and potentials of program participants to build a supportive group environment within which an individual can develop a more positive self-concept.

The model uses the group experience as the context for John Holland's personality-interest theories of career development. The job search strategies are adapted from the work of John Crystal, Richard Bolles, and Richard Lathrop.

Upon completion of the first eight-week phase of the training program, participants begin another eight-week period in which they implement peer counseling techniques and employment skills information in their own counseling activities. The project staff is available to assist in this effort throughout the eight-week implementation period. This assistance includes helping participants organize their counseling activities in a manner that will most effectively utilize the concepts learned in Phase 1 of the program. It also involves consultation with participants regarding problems arising in their counseling activities and may include participation in the counseling program.

The availability of staff support to implement the concepts learned in Phase 1 insures that participants will retain the confidence and enthusiasm so necessary for successful peer counseling.

Evaluation is planned to assess the immediate and long-range effects of the program on the level of self-awareness and values of the participants, and to measure job seeking skills and job satisfaction.

CAREER EDUCATION: A CHALLENGE FOR STATE COLLEGES AND UNIVERSITIES

John Stevenson
University of Wisconsin-Stout

To say that colleges and universities have not been involved in certain aspects of career education would be entirely wrong. But, how well we are doing this and the degree of our involvement in the broader aspects of career education as compared with the narrow concept of career preparation, leaves much to be desired.

If we consider educators at all levels of this nation's educational enterprise, the leadership and involvement void is most apparent in colleges and universities across the land. Perhaps the greatest void exist in schools, colleges, and departments of education (SCDE). The reality of the situation is pure and simple: whether we like it or not, whether we accept career education or not, we are involved in it. On the one hand, if we do not become actively involved, we will be the subject of attack and criticism at a time when teacher education is already considered by some, perhaps by many, as suspect. On the other hand, the challenge is there; one which we can respond to, making a significant impact on the total educational community.

What Can Be Done? A simplistic answer to this question is: state colleges and universities should make a major commitment to and become heavily involved in career education. A general answer to the question is that we should become involved in in-service and pre-service career education activities. This means developing and implementing in-service activities and experiences for staff in our colleges and universities in general and for staff in the SCDE's specifically. Furthermore, this means working cooperatively with LEA's and SEA's in the development of in-service activities with and for them. Finally, this means that career education experiences must permeate our pre-service programs for the preparation of education personnel. All of these activities and experiences must be viewed as cooperative ventures, especially since much may be learned from our LEA and SEA colleagues.

The starting point in the development and implementation of career education in colleges and universities is the identification of an individual or group that will function first as a catalyst, and probably later in a leadership role. The second necessary ingredient to insure the development of effective career education programs in colleges and universities is administrative support.

A model for Career Education in Colleges and Universities

The initial model for career education developed by the USOE and all subsequent models have included several basic elements. The general sequence of the elements is: awareness, exploration, planning, preparation, and placement. A proposed model for "how career education can be done in colleges and univer-

sities" would incorporate these elements, but in a somewhat modified version of the USOE general career education model. The suggested model consists of two general phases, namely, orientation and implementation. These two general phases are subdivided into other parts.

Phase One. Orientation

Assumptions

1. Identification of "catalyst group" and delineation of its function
2. Administrative support
3. Designation of leadership, its function and responsibility

Awareness

1. Identification of populations to be served
2. Identification of resource needs
3. Relating activities, needs and resources

Phase Two. Implementation

Planning

Preparation

Placement

Evaluation

In effecting this model or any other model for colleges and universities and their involvements in and delivery of career education, the key ingredients and basic starting points are: administrative knowledge of career education; their support of career education including fiscal, personnel and philosophical support; commitment to career education; and the existence of a "catalyst group" or the willingness to develop initial leadership responsibilities in career education. With these basic ingredients, a model such as this, or some other model which may more aptly reflect the special characteristics and needs of individual institutions, "can fly". With out these basics, "forget it!!!"

The materials presented in this paper do not apply to all colleges and universities, since the degree of involvement in career education varies so greatly.

The materials are intended, however, to stimulate thought about the topic of career education and the involvement of colleges and universities in this activity. The model is not a "panacea". It is a general guide which may hopefully provide others with some assistance in the development and implementation of effective career education in their college or university.

The following is a suggested list of competencies for personnel involved in career education programs. It is a composite list for university faculty (those in non-teacher education instructional positions as well as SCDE faculty), in-service personnel (LEA and higher education) and pre-service personnel (students). The list is not all inclusive, but representative in nature. Personnel involved in career education should develop competencies in the following areas:

1. understanding of career education
2. awareness of the need for career education
3. working knowledge of career development theory
4. awareness of past and current career education activities in the state and nation
5. understanding of the State Plan for Career Education and their role in implementing it
6. familiarity with model career education programs and career education models
7. knowledge of available resources for career education, including community resources
8. awareness of many occupations related to specific disciplines or subject areas
9. ability to infuse career education with subject matter
10. ability to assist students in developing career plans and in making career decisions
11. knowledge of strategies and ability to integrate career education with instructional programs
12. ability to develop a facilitating climate for career education
13. ability to provide leadership and support through effective allocation of resources (time, personnel and money)

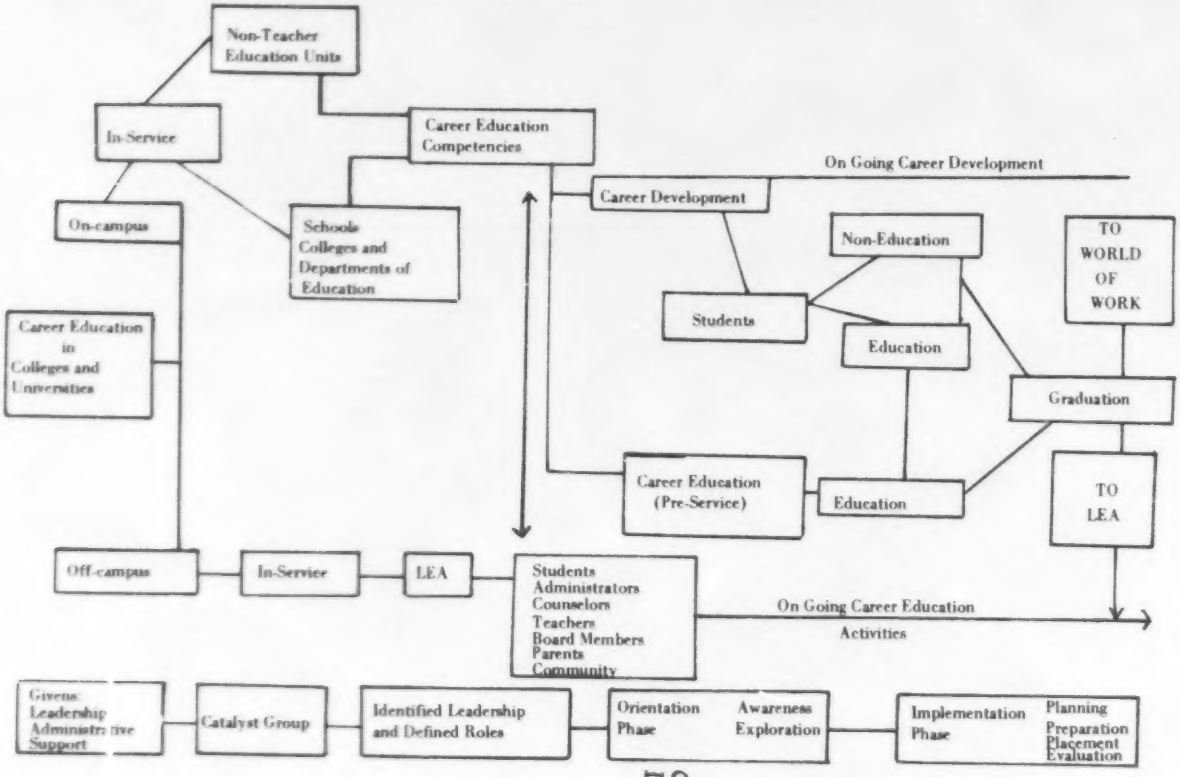
14. ability to utilize career education strategies to improve instructional programs and services to students

15. ability to relate learning to its application outside the classroom

16. ability to individualize instruction and services to meet individual needs relative to career development (planning, preparation, and placement)

17. others.

A Schematic Illustration of the Role of Colleges and Universities in Career Education



A PRIMER ON UNIVERSITY OF WISCONSIN-EXTENDED DEGREE PROGRAMS

E. Nelson Swinerton and James W. Kolka
University of Wisconsin System

Introduction

Adult learners seeking the convenience of non-traditional education options often have been frustrated by the limited opportunities to utilize the immense resources of their public university system. An effort to adapt programs of such a university system to more adequately meet the needs of part-time, non-residential adult learners is underway in Wisconsin. The goal of the University of Wisconsin-Extended Degree Programs is to adapt selected general and professional degrees to competency-based and extended programs.

Employed adults who must complete on a part-time basis upper division course work or round out their general requirements in the first two years of college will be able to complete their studies through individualized programs. The programs are aimed at aiding motivated persons who possess basic learning skills and some college experience. The programs will help students integrate educational goals with job, family and geographic circumstances. The University of Wisconsin System consists of 13 four-year campuses, 14 two-year campuses and University Extension.

Eight selected campuses of the UW System are participating in the planning process. At the baccalaureate level, these programs consist of a statewide general studies degree, a regional independent study major, and five professional majors in agriculture, business, home economics, nursing and vocational education. The two-year campuses are planning an extended associate degree.

Seven learning resource centers at selected units of the UW System provide information and technical assistance to campuses developing extended degrees. The centers are: Competency-Based Education Center, Cooperative Education Center, Curriculum Resources Center, Assessment Center, Community-Based Counseling Center, Independent Study Center, and Regional Resource Center. Each center is assisting each participating campus to develop self-sufficiency in the center's area of expertise; helping degree programs achieve full extended degree status in reaching out to new learners; and working with the campuses to further quality standards and meet the changing needs of new clientele.

Demand

Since UW-Extended Degree Programs is in a developmental phase, we have turned to states with established programs for an estimate of demand. (These figures are for 1977-78.) Empire State College of the State University of New York enrolls 3,000 students, the New York Regents External Degree Program enrolls 5,500 students, Metropolitan State University enrolls 2,000 students,

Thomas A. Edison College enrolls 700 students, and The Consortium of the California State University and Colleges enrolls 6,800 students. One of the oldest and largest of these programs, the New York Regents External Degree Program, has enrolled 20,000 students since 1971, and graduated 6,000 of that number. While enrollment has been open, the New York program has virtually no 18-23 year old students. Instead the average age is 36, and approximately 90 percent are employed full-time.

In Wisconsin, the Prospectus for UW-Extended Degree Programs submitted to the Board of Regents in May, 1976, indicates that 150,000 adults have some college education but have not completed a degree. (Approximately 10,000 students "stop out" each year for various reasons, many anticipating a return at a later date.) We have suggested that 4 percent of this number, or 6,000 might be interested in an extended degree program. Although various national and state surveys suggest that the percentage should be higher (36 percent to 59 percent), such estimates seem unrealistic. We have chosen to err on the conservative side and modify upwards if the demand warrants rather than overbuild the System's capability.

What has been the planning objective of UW-Extended Degree Programs?

With the aid of a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), matched by System funds, the planning objective has been to adapt selected general and professional degree programs from ten UW institutions to a competency-based learning format utilizing the construction of portfolios, testing and assessment of prior learning, contract learning, learning modules and cooperative education programs. To accomplish this objective, resource centers have been created at various institutions to assist the degree faculties in developing appropriate capabilities.

What is a competency-based learning program?

In its simplest terms, a competency-based degree looks to the outcome of a student's learning program and asks, "What comprehension, ability and skills should a student possess in order to be certified as competent in the area of knowledge represented by his/her college degree?" Having established the general competencies expected of all college graduates, e.g. writing, computational skills, speaking, etc., each program establishes the specific competencies expected of a student who would be awarded a baccalaureate degree in business administration, vocational education, life studies, etc. In essence, the master list of competencies developed by every degree program constitutes a comprehensive statement of learning goals and objectives necessary to obtain a particular degree.

Why is it necessary for an extended degree program to be competency-based?

UW-Extended Degree Programs will be serving adults who possess some prior college education, job training, work skills, self acquired knowledge, etc.

Rather than match a student's prior college work against a catalog list of required and elective courses and determine what coursework remains to be completed, a competency-based program matches a student's present learning and skills – however acquired – against the list of competencies required for the degree and determines which competencies remain to be completed.

The existence of a master list of competencies and sub-competencies makes it possible to work with a wide range of students, determine what the student already knows and has mastered, determine what needs to be completed and explore the various ways (coursework, correspondence study, TV classes, course study guide, audio cassettes and workbook, etc.) that a competency may be mastered, and agree on the method for evaluating mastery of a competency. If a student states that he/she has acquired competence in writing, college algebra, calculus or accounting, the degree program faculty can establish a procedure (written exam, oral exam, paper, panel review, etc.) to test a student's proficiency and award college credit if the appropriate level of mastery has been demonstrated. For example, should the faculty find that a student has demonstrated competence in five of the seven areas considered essential to the mastery of basic accounting, a learning package on the two remaining competencies could be developed for the student's use rather than require the student to enroll in a course on basic accounting. While most colleges and universities attempt to provide some aspects of this type of service, a competency-based program incorporates the assessment of competence as a fundamental part of its responsibility.

What is meant by portfolio development?

National experience with returning adults in extended and external degree programs reveals that most of these students enter such programs with a host of questions, worries, and expectations that need attention and guidance. For example, what some people are seeking does not require a degree; some do not understand what the degree entitles them to do; some do not know what type of degree they want; some do not know what is required to obtain a degree, and so forth. Present day "catch words" speak of the need for "value clarification" and "goal definition" when working with returning adults. While it is possible for a university to provide one-on-one counseling (one counselor working with one student), it would require several days of such activity to help each student determine whether he/she wants a degree, understand the nature of the degree and the amount of work involved, etc., and the costs would be prohibitive. To some extent, many returning adults are looking for life planning counseling. National studies indicate that it takes time (several weeks) for a student to focus his/her thoughts, collect the materials and letters necessary for an assessment of prior learning and activities, focus his/her learning plans and objectives, determine degree interests, etc.

To reduce the costs of value clarification (what do I want and is a college degree suited to my needs) and goal definition (what do I want to gain from this degree and what do I have to do to complete the degree), various extended and external degree programs have developed student handbooks on preparing a port-

folio for the assessment of prior learning. In many instances, a college course has been created to assist students in portfolio construction. Aside from reducing costs, portfolio construction also has provided two additional benefits: (1) helping students take responsibility for their own learning and, (2) utilizing one of the oldest and most effective teaching techniques – students working with each other and learning from one another. Generally, portfolio handbooks are constructed so that they can be used, as well, by students who are not able to attend such a course.

What is the assessment of prior learning?

The concept of assessment contains a simple premise: a student should not have to relearn what he/she already knows. Further, it should be possible for an extended degree faculty to measure what is known. This does not mean that all prior learning is college creditable, only that prior learning matches the competencies expected of a degree candidate. What assessment provides is a mechanism for a student to receive credit for competencies, skills, abilities demonstrated, whether that be in a college class, on the job, in a training institute, self taught, in a vocational school, etc.

What is a learning contract?

Once the student has constructed a portfolio and has been assessed, a learning contract can be developed that establishes what has been accomplished, what remains to be done, and the responsibilities of both parties – the student and his/her degree program faculty. In addition to the degree learning contract, specific learning contracts should be established for the achievement of a set of competencies. For example, if a student is interested in utilizing an internship as a learning experience to demonstrate a set of competencies, three parties (the student, the sponsoring organization and the degree program faculty) need to agree on the learning competencies that are to be derived from the internship program, how those competencies will be demonstrated, and how they will be measured. The contract provides a mechanism whereby a student and degree faculty can agree on objectives, procedures and measurement.

What are learning modules?

In an extended degree program, the objective is to provide a mechanism for the student to obtain the competencies necessary for a degree. To accomplish this objective, a broad range of "learning modules" are employed, such as, correspondence study, an independent study guide, a self-paced audio cassette/workbook learning module, a TV course, an internship, etc. (Naturally, a student also could attend a course at a nearby college campus, if the course taught a range of competencies acceptable to the student's extended degree faculty and did not conflict with the student's work schedule.) The objective is to put together a series of learning modules that will allow the student to acquire the competencies necessary for the degree. As indicated earlier, the way to avoid ambiguity in this process is to establish a learning contract for each learning module.

THE DOANE "WARRANTY" PLAN: IN ANSWER TO THE COLLEGE DIPLOMA KISS-OFF

Ed Watkins
Doane College

The increase in professional positions has not kept pace with the increase in people who are seeking such positions. In 1960-61, 368,857 bachelor's degrees were conferred; in 1970-71, 839,730 were conferred; and in 1980-81, 1,005,000 are expected to be conferred.

Students today are increasingly interested in the worth of their degree. They realize that they are paying more for it; yet, it may not be worth as much. Because young people are more aware of the problems of the market place, they are more tuned in than ever to the question: "Is there a life after college?" Some are suggesting that the college diploma is nothing more than a "kiss-off."

Students also are not in a position to really know how well the college they are attending is relating theory to practice until they leave. In my case, I majored in sociology so that I might become a caseworker. When I graduated I saw little relationship between the "theory" I had learned and the "practice" I encountered. Later, as a sociology professor, I again was queried by recent graduates regarding my effectiveness in relating "theory" to "practice." This problem was graphically expressed by a student's reaction to graduation, "I picked up my diploma; I walked away; I turned around; the college was gone."

Doane College actually began its career development emphasis in response to a 1973 survey indicating that around 40 percent of the graduating seniors had absolutely no idea what they would be doing after they graduated. In response to this "kiss-off" problem, Doane initiated a comprehensive career development program designed to change the placement function from a back-door to a front-end process by bringing the career elements together: pre-enrollment, goals-oriented counseling, experiential learning, curriculum, and placement drawn into a coordinated and comprehensive process.

In 1973, Sidney Marland commented on the Doane plan in an address to the campus and said, "You at Doane are in a small company of those at the post-secondary level, apart from community colleges and apart from proprietary schools, who are thinking seriously about this (career education)." The process as described above, has been reviewed and hailed by educators Ken Hoyt and Ralph Tyler.

Doane was forced to consider its graduates for inclusion in its process in 1975 when former alumni were saying, "I'm pleased you have this career program, but where was it when I was a student?" In the summer of 1975, the Doane administration passed a resolution permitting all graduates to return to the campus, tuition free, for the purpose of relating to the Doane curriculum in ways that they had not done previously. In 1976, 15 former students became full-time participants in a program designed to give them new opportunities to explore curriculum. These students took courses and were responsible for creating a human services agency known as PEP (Practical Enterprises for People). This

agency, totally run by students, created the following services in the Crete community:

- a sheltered workshop for the mentally retarded.
- a child care center known as READY located on the Doane campus.
- a seven-day a week bus service for senior citizens.
- a skating rink for youth.

Because of the success of PEP, the community has now funded the agency and it is a permanent part of Crete. Crete won the state Community Improvement Award for its class largely because of the efforts of the former graduates. The college has subsequently made a permanent commitment to its former graduates to continue its tuition free "warranty" program.

Obviously, the best solution to the "life after college" question is better career preparation. I concur with Dr. Felix C. Robb, director of the Southern Association of Colleges and Schools, who stated, "Each college and university worthy of survival in the 1980's should transform its placement office into what might be called a "career development center." Dr. Robb continued, "The career development center should be able to work productively and individually with entering freshmen as well as with seniors and graduates."

CAREER EDUCATION: A BRAND NEW BALL GAME

Robert Weishan
Michigan Department of Education

Since the term career education emerged in the early 70's, it has caused a great deal of controversy. Many people have viewed career education as "much ado about nothing"; others have seen it as a panacea that could save American public schools. Critics have charged that career education is vocational education with a new name. Detractors have charged career education is so vague a term that it defies definition. Promoters have ascribed to career education the ability to affect the youth unemployment situation; stop school dropouts; reduce the generation gap, youth alienation, and a score of other social ills.

Throughout the past seven years, career education has gone through turmoil and struggle. It has become apparent that career education, as a movement, is not simply a "flash in the pan." Career education will, in fact, have a long-term impact on American education during the remainder of the twentieth century. It is also evident, that while career education has characteristics shared with many other previous movements in education, it has certain unique qualities that distinguish it from these other movements.

As we look at the career education movement in 1978, it becomes apparent that it has gained a definition. The concept has evolved so that it is now readily understood to represent a philosophy of education that views the role of the public school as being the preparation of an individual to effectively enter into the larger society and function as an independent adult. Career education is aimed at economic independence, at assisting individuals to identify their economic opportunities, at helping individuals to relate their personal goals and ambitions to the world in which they live (particularly the world of work), at assisting individuals in making choices, dealing with change, and preparing themselves for the competitive career situation they will confront as adults. Career education is not a manpower program designed to place people into societal roles from which they cannot escape; rather it is a liberation movement designed to free people from the boxes that have traditionally forced them into school, work, or retirement. By giving people the power to make career choices, by exposing them to options, by allowing them to experience alternatives, career education frees students from the rigid roles that previous generations often have entered into by chance rather than by choice.

Career education has expanded beyond dealing solely with the subject of work. Career education deals with a whole set of coping skills individuals need to effectively deal with their family situations, their social situations and their civic situations in modern society. The other life-role emphases in career education are really an extension of career education's concern with economic independence. They stem from research that indicates that preparing an individual for a career in a changing society requires equipping that individual with coping skills that go well beyond the work place. We must prepare the individual to deal effectively with peripheral societal roles that he/she performs in terms of family, leisure time, or civic roles.

Career education not only has gained a definition, it also has gained public acceptance. Organizations like the Congress of Parent and Teachers, the Association of Chief State School Officers, the National Education Association, the American Personnel Guidance Association and many other groups within the education community have publicly supported the career education concept. Private groups like General Motors and the Chamber of Commerce have taken corporate stances supporting career education. Labor unions like the United Auto Workers and the American Federation of Teachers have publicly supported career education. State laws have been enacted that have institutionalized career education programs and given them a permanence that many critics never suspected career education could have. All across the nation, states have enacted pieces of legislation mandating career education as a focus in public schools. At least seven state legislatures have, in fact, provided special funds to initiate the transition toward the career education focus in their K-12 school systems. At the federal level, public support has manifested itself in the recent enactment of the Career Education Incentive Act.

Equally important is the fact that career education has over the last seven years created a programmatic, operational model. Career education has moved beyond simply a concept. It has, in fact, become a program of action. There are proven methods for bringing about a career focus in the school curriculum. There are techniques for encouraging greater use of experiential learning in our public schools. There are numerous examples of career programs and career services such as career information, career exploration, paid and non-paid student work experiences, community volunteer experiences, and career placement services. The product line for career education is now largely intact. The building blocks needed to create a career education system now exist. The concept has been converted into a concrete operational reality.

If one reflects on why career education has survived and matured, despite the severe economic hardships that the country faced and despite the down trend of public confidence in education, it is because the career education philosophy basically is in tune with the pragmatic utilitarian character of the American society itself. The American dream is one of individual freedom and personal independence through hard work, achievement and economic success; creating a good life and a good community, through individual efforts. Career education harnesses the forces of the public schools in a more explicit and direct way towards facilitating those aspirations. Career education helps students fulfill those expectations. Because career education is attuned to the basic character of America, career education has a long-term future in American public schools. The new challenge we face is to maintain, in our educational system, the proper balance between the utilitarian thrust of career education and the necessary humanistic perspective which makes a society not only free but great. This challenge is particularly significant as career education attempts to move beyond the K-12 public schools and into the universities and colleges. Traditionally, universities and colleges have been the preserve of humanistic thinking, of new ideas, of challenging philosophies. They need to continue to play that role, but they also need to address the other legitimate aspirations of their students. The hier-

archy of needs that Maslov describes suggests that education must deal with satisfying those lesser needs on which true human self-actualization is based. Too often, universities have taken an elitist position that they are perfectly willing to and capable of addressing the higher needs of man, but distain to cope with lower order needs. In public institutions and public colleges that attitude, I think, is inconsistent with our democratic values and also inadequate for the challenge of our times.

I am not suggesting that universities become manpower factories or that they abandon their traditional liberal arts role in society. I am suggesting that universities seriously re-examine the programs that they offer. Universities must identify ways in which those programs can meet both the economic needs of their students and at the same time challenge people's minds and spirits. Certainly, the end product of the university education ought to be more than just a good job or a secure future. Equally certainly, one of the products of an education ought to be the equipping of young people to successfully take control of their lives in the competitive world in which we live. If we turn our backs on that challenge and simply content ourselves with stimulating minds, we do ourselves and our students a disservice. That dualism is the brand new ball game career education brings to higher education.

EXTENDING OPPORTUNITIES FOR CAREER DEVELOPMENT THROUGH AN EXTERNAL DEGREE PROGRAM

John T. Yantis
Central Michigan University

This presentation is a description of the means by which Central Michigan University's Institute for Personal and Career Development has attempted to serve the career development needs of persons associated with various entities in society, such as industrial corporations, governmental agencies, or health care associations.

As articulated by the Carnegie Commission and the Commission on Non-Traditional Study, nontraditional education "puts the student first and the institution second. . . ." and "encourages diversity of individual opportunity rather than uniform prescription. . . ." Central Michigan University has established cooperative arrangements with dozens of corporate and governmental entities, providing educational programs that attempt to fill the educational needs of these organizations and result in credentials for participants that reflect the educational program successfully completed.

Several strategies are utilized by Central Michigan University when the University develops and delivers collaborative programs in conjunction with cooperating organizations.

Input. The University always brings together representatives from the sponsoring agent and faculty members from the University to identify objectives the sponsor believes the educational program should accomplish and the means for meeting these objectives.

Individualized Curriculum. Although all programs offered by the University through the Institute are articulated in terms of broad-based area of study, great flexibility is permitted in the means each student utilizes to meet these areas.

Individualized Advising. Normally, an academic advisor meets with each student in facilities provided by the sponsoring agent and designs an educational program appropriate for the student's background and educational needs.

Location. All educational services are normally available in the facilities of the sponsoring agent.

Scheduling. Classes are scheduled at times and in time blocks appropriate for the schedules of the students participating in the program, often on weekends or in the evening in a "concentrated" format.

Experiential Learning. Learning that has taken place outside the formal college classroom is evaluated for possible academic credit relevant to the student's degree program. The experiential learning program not only permits the student to receive academic recognition for knowledge already acquired, but also enables the student to avoid duplicating these learning experiences during the course of the educational program.

Library Services. Central Michigan University has provided library resources for Institute students through small, core, on-site libraries, local library facilities, and the Institute Library Project, which includes three full-time professional

librarians who ensure that students have access to selected specific library materials and who help students identify appropriate library resources. The Library Project also provides a card catalog in booklet form for each student and access to the on-campus University library via WATS line.

Evaluation. A full-time coordinator of evaluation and research continually reviews the Institute program to evaluate the program for quality.

These cooperative arrangements have proved to be of benefit both to the sponsoring agent and to the University. For the sponsor, the arrangements provide needed skills for employees (or members), resulting in a pool of upwardly mobile individuals, and ensures that the sponsor's money and employee time are productively invested. For the University, the arrangements not only provide revenue from these programs, but also provide opportunties for faculty members to work with a different type of student in challenging, innovative situations as well as an opportunity to stay attuned to the needs of practical, real life.

In all programs the University adheres to the principles recommended by the Federation of Regional Accrediting Commissions of Higher Education, which state that the primary purpose of collaborative programs must be educational, that each program must be consistent with the educational purpose and objectives of the educational institution involved, must be determined in accordance with established institutional procedures, and must remain under the sole, direct control of the educational institution.